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ABSTRACT

The Florida State Advisory Council on Vocational and Technical Education, in preparing its annual evaluation report, found that the State's total program of vocational and technical education has continued to grow at a rapid rate in number of programs and number of persons served. The three goal areas of the evaluation were: (1) focus on the State's goals and priorities as set forth in the State plan; (2) focus on the effectiveness with which people and their needs are served; and (3) focus on the extent to which council recommendations have received due consideration. Information collected to prepare a response to items of inquiry under the three goal areas is presented in the report; the 14 new recommendations of the council are based on that information and appear in the introduction to the document, with references to the location of relevant discussions. Five additional recommendations, from the previous annual evaluation report, are resubmitted for continued emphasis. Appended are: (1) selected statistical tables; (2) an essay distinguishign career education from vocational education; (3) an account of career education materials development; (4) a summary of concerns expressed at public meetings; and (5) a description of Florida legislative action in FY 1973-74 which affects vocational education. (AJ)

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ANNUAL EVALUATION REPORT

Fiscal Year 1974

FLORIDA STATE ADVISORY COUNCIL

On

VOCATIONAL AND TECHNICAL EDUCATION

CE 003 707

FLORIDA STATE ADVISORY COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION
W. V. Knott Building
TALLAHASSEE 32304

Ralph D. Turlington
COMMISSIONER

BRUCE HOWELL
EXECUTIVE DIRECTOR

December 1974

The Honorable Reubin O'D. Askew
Governor of Florida and
Members of the State Board for
Vocational Education
The Capitol
Tallahassee, Florida 32304

Gentlemen:

The Florida State Advisory Council on Vocational and Technical Education submits to you its Fifth Annual Evaluation Report for your consideration and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

Public Law 90-576, also known as the Vocational Education Amendments of 1968, requires that councils "prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, ..."

The Council believes the recommendations in this report are sound and hopes they will be given serious consideration by you in planning and making quality vocational and technical education available to all Floridians. The Council would appreciate receiving from appropriate State Board staff a response to this report which indicates any action taken on the recommendations. We would also welcome suggestions for increasing the effectiveness of Council activities and reports.

Sincerely yours,

John A. Beaumont

John A. Beaumont
Chairman

FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

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Walter H. Clausen
L. Nelson Donnell
Fred C. Murray
Margaret B. Senne

PREFACE

This Fifth Annual Evaluation Report of the Florida State Advisory Council on Vocational and Technical Education is based upon evaluation activities of the Council during fiscal year 1974. The report has been developed by the Council through its evaluation committee, and the recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education.

The Florida Council was established by the State Board for Vocational Education for purposes of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576).

The Advisory Council, which represents a wide cross section of the lay public, reflects a diversity of viewpoints. Included among its membership are representatives of business, labor, minority groups, education and the general public. The Council represents the clients of the vocational education system. Its primary concern is that vocational programs, services and activities in Florida function effectively and are available to all persons who need and can benefit from them.

The major responsibilities of the Council are:

1. To advise the State Board on the development of the *Florida State Plan for the Administration of Vocational Education* and on policy matters relating to State Plan administration;

2. To evaluate vocational education programs, services, and activities, and publish and distribute the results thereof;

3. To prepare and submit an annual evaluation report to the State Board, the U. S. Commissioner of Education, and the National Advisory Council on Vocational Education; and

4. To conduct at least one meeting each year to give the public an opportunity to express views and concerns about vocational education.

The Council acknowledges the assistance that many persons gave the Council, its staff, and the University of West Florida research group which conducted an evaluation of the Florida Occupational Specialist Program.

The Council especially appreciates the advice and assistance provided by those staff persons in the Vocational Division who

have participated in and assisted with Council meetings and who have been consultants to Council committees and staff. The Bureau of Program Services was very helpful in providing much of the data on program enrollments and completions used in this report.

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INTRODUCTION

"The State Advisory Council shall--

Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan required by paragraphs 102.33 and 102.34, and (2) recommends such changes as may be warranted by the evaluations."[1]

This Annual Report of evaluation of the Florida State Advisory Council on Vocational and Technical Education is directed to the Florida State Board for Vocational Education, The Florida Department of Education and its respective Divisions, the United States Commissioner of Education and the National Advisory Council on Vocational Education. Although some of the recommendations concern programs conducted by the State's education institutions, the Council assumes that leadership will be provided by the State Board staff to coordinate and implement the recommendations deemed to be appropriate and timely by the Board.

The Council found that the total program of vocational and technical education has continued to grow at a rapid rate in terms of number of programs and number of persons served. The continued growth is due in large measure to the support of the Florida Legislature, the people of Florida and the professional leadership at State and institutional levels. During FY 1973-74 a new state funding program for public schools replaced the Minimum Foundation Program. The 1973 Act (FEFP) provides each public school student programs and services appropriate to his or her educational needs, and school districts receive state financial support according to the number of full-time equivalent students enrolled and according to cost categories into which enrollments fall.

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[1] Department of Health, Education, and Welfare, *Federal Register, State Vocational Education Programs*. Volume 35, Number 91, May 1970, Washington, D. C.

The U. S. Office of Education, Division of Vocational and Technical Education; the National Advisory Council on Vocational Education; and an ad hoc committee representing state advisory councils developed and recommended the use of three goals and specific items of inquiry for state advisory council evaluation reports. The Florida State Advisory Council has followed the suggested format in preparation of its FY 1974 report. The following recommendations are offered based upon information collected to prepare a response to items of inquiry under the three goal areas. Page numbers refer to the location of discussions related to each recommendation.

Recommendations:

1. An effort should be made to state goals and objectives in the State Plan in order of intended resource allocations. (page 6)

2. A more accurate means of estimating the disadvantaged population to be served by vocational education program areas, educational levels and areas of the State should be developed. (page 7)

3. In appropriate areas, goals and objectives should be stated in terms of completions, placement and follow-up. (page 7)

4. An attempt should be made to secure a "representative" sample of private vocational school output in the State Plan. (page 8)

5. Goals and objectives in the State Plan should more closely reflect manpower development needs in specific program areas or sections of the State. (page 8)

6. It is recommended that consideration be given to inclusion of some standards or criteria by which degree of success in achieving objective outcomes is to be determined. (page 18)

7. Support should be continued for the Occupational Information Delivery System and Florida Vocational, Technical and Adult Education Information System. (page 20)

8. A program to support a comprehensive planning system for vocational education should be developed. (page 20)

9. The occupational specialist program should be continued and funding maintained. (page 30)

10. The feasibility of expanding the occupational specialist program to the community college level should be examined. (page 30)

11. The Division of Vocational Education should conduct an assessment of the effectiveness of the present diffusion process for innovative programs, practices and materials. (page 39)

12. Appropriate agencies should evaluate the progress made in establishing pre-apprenticeship programs throughout the state. (page 32)

13. The Division of Vocational Education should update the *Master Plan for Vocational Teacher Education* and include a system designed to gather information on future supply and demand for vocational personnel by program area, level, and area of the State. (page 38)

14. The effort to identify unique competencies needed by teachers in vocational program areas in order that they may be used as the foundation for competency-based certification requirements should be continued and expanded. (page 39)

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After additional study and deliberation, the Council submits for continued emphasis and/or additional consideration the following recommendations which were contained in the FY 1973 Annual Evaluation Report.

1. The Council recommends that the instrumentality of vocational and technical education be retained in the Florida Department of Education at the Division level. (page 54)

2. The Council recommends that the continued development and implementation of a total Management Information System (MIS) for vocational education be given high priority. (page 54)

3. The Council recommends that each (1) district school board and community/junior college board of trustees have an active general advisory committee and appropriate program advisory committees for vocational and technical education. The Council further recommends that (2) State level vocational leadership develop and implement a program to assist school district and community/junior college staff to effectively utilize lay advisory committees for the purposes of advising the respective boards on the development, operation and evaluation of occupational programs. (page 54)

4. The Council recommends that the State Board of Education request legislative action to re-establish and fund the Industry Services Program. (page 55)

5. The Council recommends that the State Board of Education make every effort to assure continued financial support for career education at the school district level and include support for community/junior colleges through an appropriation by the 1975 Legislature. (page 55)

EVALUATION GOALS

GOAL I: "EVALUATION SHOULD FOCUS ON THE STATE'S GOALS AND PRIORITIES AS SET FORTH IN THE FY 1974 STATE PLAN

"The State Advisory Council shall--

Advise the State board on the development of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs 102.33 and 102.34, and prepare and submit pursuant to paragraph 102.31(e)(2) a statement describing its consultation with the State board on its State plan;

Advise the State board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations in this part."[2]

Item of Inquiry:

1. How valid and appropriate were the State's goals and priorities in terms of student needs and employment opportunities?

Discussion:

Goals in the FY 1973-74 State Plan seem to be valid and appropriate in terms of student needs and employment opportunities. Presented by program level and population groups to be served, they provided a framework for the establishment and maintenance of a viable statewide program of vocational education.

It is difficult to judge the validity and appropriateness of priorities in the FY 1973-74 State Plan, because priorities are difficult to identify. Between secondary, post-secondary, adult, disadvantaged and handicapped, no priorities are stated. Terminology such as "one of the major goals," "emphasize," "add impetus," and "special attention" must be taken as an indication of some kind of priority.

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[2] *Ibid.*, page 1.

Last year the Vocational Advisory Council recommended that priority ranking be assigned on an annual and long-range basis according to program level, target group, and geographical location. The response of the Vocational Division was that "All goals and objectives enumerated in the State Plan have equally high priority ranking for providing quality education to the people of Florida, and a priority ranking below high level would serve no useful purpose." (see page 45) Since it is the position of the Vocational Division that the inclusion of priority ranking in the State Plan would serve "no useful purpose," it is impossible for the Vocational Advisory Council to assess the adequacy of priorities in terms of student needs and employment opportunities.

Recommendation:

1. An effort should be made to state goals and objectives in the State Plan in order of intended resource allocations.

Item of Inquiry:

2. Were State Plan goals and objectives sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults and post-secondary persons? Were goals and objectives stated for each of these population groups?

Discussion:

Goals and objectives in the FY 1974 State Plan were stated for disadvantaged, handicapped and regular students at the secondary, post-secondary and adult levels. No specific objectives were stated for returning veterans. The following paragraph discusses some of the difficulties associated with identifying targeted groups to be served in the disadvantaged area. The systems used to identify other target groups were not studied.

The method of identifying the number of disadvantaged persons to be served at the secondary, post-secondary and adult levels requires some clarification in future State Plans. The publication *Florida's Title I Program Annual Statistical Report, Program Activities, FY 1969*, distributed by the Florida Department of Education, reported that during FY 1968-69, 15.5 percent of the population in Florida could be classified as disadvantaged.

In the FY 1974 State Plan, the 15.5 percent prevalence factor has been used to determine the number of disadvantaged persons

to be served at all levels for all programs in all areas of the state. We are asked to assume that disadvantaged persons were evenly distributed between vocational and non-vocational schools, all educational levels, all programs and all areas of the state. We are further asked to assume that the factor will be the same in the year 1980. It should be noted that this procedure for identifying disadvantaged persons to be served by vocational education is still being used in the FY 1975 State Plan.

It is impossible to determine whether objectives were sufficiently comprehensive for disadvantaged persons based upon an analysis of the system presently used to identify such persons.

Recommendation:

1. A more accurate means of estimating the disadvantaged population to be served by vocational education in program areas, educational levels and areas of the state should be developed.

Item of Inquiry:

3. If goals and objectives were stated for a specific population group, did they address themselves to the following concerns:

   - Enrollments
   - Completions
   - Placement
   - Follow-up
   - Facility Provision
   - Needs for Special Programs
   - Needs for Special Teacher Training

Discussion:

Expected outcomes of objectives for specific population groups were generally stated in terms of enrollment. Facility provision, need for special programs and teacher training were adequately covered. The FY 1974 State Plan did not include objectives related to completions, placement and follow-up in all areas. Full implementation of statewide placement and follow-up services should facilitate development of goals and objectives in these areas.

Recommendation:

1. In appropriate areas, goals and objectives should be stated in terms of completions, placement and follow-up.

Item of Inquiry:

4. Were goals and objectives in the State Plan related appropriately to other manpower development in Florida?

Discussion:

The information on projected labor supply in the 1973-74 State Plan is based upon output from apprenticeship programs, Manpower Development Training programs, institutional training, private schools, and public schools.

The sampling procedure used to estimate private vocational school output should be re-examined. Twenty-five private schools in Florida with vocational enrollments were asked to provide information on expected number of graduates. Responses were obtained from 13 schools. No attempt was made to determine whether or not the original sample was representative in terms of kinds of programs offered or geographic location of programs.

Although information on manpower development is presented on the first page of the State Plan, it is never clear how such information is related to the specific goals and objectives which follow. Most goals and objectives are not definitive enough to be tied to a manpower development need in any program area or section of the State.

Recommendations:

1. An attempt should be made to secure a "representative" sample of private vocational school output for use in the State Plan.

2. Goals and objectives in the State Plan should more closely reflect manpower development in specific program areas or sections of the State.

Item of Inquiry:

5. Does the State Plan specify for each goal and/or objective the level at which responsibility rests for implementing the activity designed to bring about the attainment of each goal and/or objective?

Discussion:

The 1973-74 State Plan does not specify a level of State, local, district or school responsibility for implementing each goal

and/or objective. A recommendation of the Vocational Advisory Council last year was that objectives, were applicable at the local level, be so identified as a means for pinpointing responsibility and accountability. The Vocational Division has taken the position that the purpose of the State Plan is to assist planning and organization at the state level, not to assist implementation at a district or local level. In response to last year's recommendation, the Division of Vocational Education further states that state personnel " . . . assist local units by suggesting local objectives which are consistent with state goals." They further emphasize that " . . . authority and responsibility to establish vocational education programs and procedures at the local level rests with local educators."

Item of Inquiry:

6. To what extent were Florida's goals and objectives for vocational education as set forth in the 1973-74 State Plan met?

Discussion:

A careful study of the 1973-74 *Florida State Plan for the Administration of Vocational Education* resulted in the identification of 41 objectives with expected outcomes which could be compared with actual achievements. The Bureau of Program Services in the Division of Vocational Education identified appropriate sources and supplied all data related to achievements.

1. Students to be served by vocational education at all levels:

Objective:	691,641
Achieved:	938,019

2. Students to be served by vocational education by level:

Secondary		Postsecondary		Adult	
Objective:	383,450	Objective:	100,212	Objective:	207,979
Achieved:	625,162	Achieved:	104,950	Achieved:	207,907

3. Disadvantaged persons at all levels to be enrolled in vocational education:

Objective:	104,128
Achieved:	104,281

*4. Handicapped persons at all levels to be enrolled in vocational education:

Objective: 27,502
Achieved: 19,810

5. Number of instructional personnel for disadvantaged and handicapped persons: (FTE)

Objective: 3,178
Achieved: 3,506.7

*6. Students to be served in cooperative education programs:

	Objective	Achieved
Part B:	19,274	5,978
Part G:	24,038	16,398
Total:	43,312	22,376

7. Minimum number of students to be enrolled in each district in job preparatory programs:

County	Objective	Achieved
Alachua	6,650	12,537
Baker	300	246
Bay	3,400	11,968
Bradford	700	3,567
Brevard	16,400	22,148
Broward	39,200	38,616
Calhoun	300	360
Charlotte	1,700	1,825
Citrus	1,900	3,543
Clay	650	1,464
Collier	1,950	3,189
Columbia	3,600	4,251
Dade	78,700	87,911
Desota	700	784
Dixie	350	441
Duval	34,700	62,443
Escambia	11,950	11,905
Flagler	100	360
Franklin	240	391
Gadsden	1,000	552
Gilchrist	250	644
Glades	200	119
Gulf	400	506
Hamilton	550	1,096
Hardee	400	201
Hendry	500	517

* Achievement falls below 1973-74 State Plan Objective.

County	Objective	Achieved
Hernando	700	2,536
Highlands	1,700	3,552
Hillsborough	30,250	45,301
Holmes	400	350
Indian River	1,100	1,330
Jackson	2,500	2,271
Jefferson	400	314
Lafayette	100	160
Lake	3,850	5,123
Lee	6,000	11,397
Leon	8,300	11,649
Levy	500	940
Liberty	150	244
Madison	2,500	720
Manatee	4,700	8,335
Marion	4,300	12,690
Martin	1,100	2,758
Monroe	2,250	2,719
Nassau	2,200	917
Okaloosa	4,200	8,543
Okeechobee	350	434
Orange	18,300	36,288
Osceola	1,000	2,179
Palm Beach	15,050	27,991
Pasco	3,100	8,011
Pinellas	27,600	65,139
Polk	11,750	12,790
Putnam	2,300	2,507
St. Johns	1,850	2,569
St. Lucie	4,450	6,321
Santa Rosa	1,300	2,380
Sarasota	6,750	9,117
Seminole	5,000	7,687
Sumter	650	1,197
Suwannee	1,250	3,008
Taylor	700	592
Union	250	412
Volusia	6,500	16,685
Wakulla	300	439
Walton	450	432
Washington	1,500	1,299

*8. Number of students completing training to meet job entry requirements for employment:

	Objective	Achieved
Agriculture	5,271	3,136
Business	27,867	31,117
Distribution	31,600	31,870
D. C. T.	6,670	3,960
Health	10,183	12,501
Home Ec. (Gainful)	6,659	12,613
Home Ec. (Consumer)	66,502	33,740
Industrial	30,717	40,686
Technical	8,303	9,554
TOTALS	193,727	179,177

*9. Disadvantaged and handicapped persons to be enrolled in work study programs:

Objective: 2,100
Achieved: 1,128

10. Regular[1] students in grades 7-9 to be provided occupational exploratory experiences:

Objective: 144,288
Achieved: 316,072

11. Regular students at the secondary level to be provided with two years of job preparatory training before leaving school:

Objective: 94,435
Achieved: 140,429

12. Regular students at the secondary level to be enrolled in vocational consumer and homemaking education:

Objective: 55,671
Achieved: 57,284

13. Total regular students at the secondary level to be served by vocational education:

Objective: 294,394
Achieved: 513,785

[1]"Regular" as used in the FY 1974 State Plan denotes students not classified as disadvantaged or handicapped.

14. Disadvantaged students in grades 7-9 to be offered work exploratory experiences:

Objective: 22,752
Achieved: 52,597

15. Disadvantaged students in grades 7-12 to be enrolled in vocational programs for occupational preparation:

Objective: 30,730
Achieved: 36,807

*16. Disadvantaged students in grades 10-12 to be enrolled in vocational consumer and homemaking programs:

Objective: 21,448
Achieved: 5,024

17. Total disadvantaged persons to be enrolled in vocational education at the secondary level:

Objective: 74,930
Achieved: 94,428

*18. Disadvantaged persons at the secondary level to be enrolled in work study programs:

Objective: 2,100
Achieved: 513

Note: Objective 18 for disadvantaged persons at the secondary level is the same as objective 9 for disadvantaged and handicapped persons at all levels. Since corrected objectives could not be obtained, they have been left exactly as they appeared in the 1973-74 State Plan.

19. Handicapped persons in grades 7-9 enrolled in work exploratory experiences:

Objective: 5,972
Achieved: 10,973

*20. Handicapped persons in grades 7-12 enrolled in occupational preparation programs:

Objective: 5,512
Achieved: 5,030

*21. Handicapped persons at the secondary level to be enrolled in vocational consumer and homemaking programs:

Objective: 2,642
Achieved: 946

22. Total handicapped persons to be enrolled at the secondary level:

Objective: 14,126
Achieved: 16,949

*23. Persons 19 years of age and over to be enrolled in vocational consumer and homemaking programs:

Objective: 2,602
Achieved: 2,114

24. Regular students at the post-secondary level to be enrolled in job preparatory training programs:

Objective: 83,028
Achieved: 99,157

25. Total regular students to be enrolled in vocational education at the post-secondary level:

Objective: 85,630
Achieved: 101,271

*26. Disadvantaged persons at the post-secondary level to be enrolled in vocational training programs for gainful employment:

Objective: 9,488
Achieved: 3,982

*27. Disadvantaged persons at the post-secondary level to be enrolled in consumer and homemaking programs:

Objective: 134
Achieved: 28

Note: Actual enrollment reflects districts only. Community colleges do not report disadvantaged enrollments by program area.

*28. Total disadvantaged persons at the post-secondary level to be enrolled in vocational education:

Objective: 9,622
Achieved: 4,010

*29. Handicapped students at the post-secondary level to be enrolled in vocational training programs for gainful employment:

Objective: 4,960
Achieved: 1,783

30. Regular students at the adult level to be enrolled in short-term preparatory or supplemental programs for gainful employment:

Objective: 144,435
Achieved: 162,307

31. Regular students at the adult level to be enrolled in vocational programs to update consumer and homemaking skills:

Objective: 35,554
Achieved: 39,691

32. Total regular students at the adult level to be enrolled in vocational education programs:

Objective: 179,989
Achieved: 200,986

*33. Disadvantaged persons at the adult level to be enrolled in supplemental vocational training programs:

Objective: 14,284
Achieved: 4,278

34. Disadvantaged adults to be enrolled in consumer and homemaking vocational programs:

Objective: 5,290
Achieved: 1,565

Note: Actual enrollment reflects district only. Community colleges do not report disadvantaged enrollments by program area.

*35. Total disadvantaged adults to be enrolled in vocational education:

Objective: 19,574
Achieved: 5,843

*36. Handicapped persons at the adult level to be enrolled in supplemental training for employment:

Objective: 6,789
Achieved: 537

*37. Handicapped persons at the adult level enrolled in consumer and homemaking vocational training:

Objective: 1,618
Achieved: 541

Note: Actual enrollment reflects districts only. Community colleges do not report handicapped enrollments by program area.

*38. Total handicapped persons to be enrolled in vocational education at the adult level:

Objective: 8,416
Achieved: 1,078

39. Vocational teachers to be enrolled in pre-service training programs:

Objective: 2,085
Achieved: 2,815

40. Vocational teachers to be enrolled in in-service training programs:

Objective: 3,289
Achieved: 4,663

41. Membership goals for vocational student organizations:

	Objective	Achieved
Future Farmers of America	14,000	13,238
Cooperative Education Clubs of Florida	6,480	6,801
Vocational Industrial Clubs of America	3,200	4,509
Future Homemakers of America	9,500	8,737
Future Business Leaders of America	5,000	5,527
Distributive Education Clubs of America	6,232	6,418
TOTALS	38,180	45,221

Item of Inquiry:

7. Does the State Plan specify some criteria or standard of attainment to be used to judge the effectiveness of each activity in implementing an objective?

Discussion:

The FY 1974 State Plan lists expected outcomes for most objectives in terms of number of students to be enrolled or number of programs to be offered. Criteria or standards by which to judge the degree of attainment of objectives are rarely given. In most planning systems if the difference between the expected and actual outcome of an objective exceeds some pre-specified amount, changes in the objective, resource allocation, or priority are considered. It would have been helpful to the reader of the 1973-74 State Plan if some provision had been made to identify the degree of attainment of each objective which was to be considered successful by the Vocational Division.

Recommendation:

1. It is recommended that consideration be given to inclusion of some standards or criteria by which degree of success in achieving objective outcomes is to be determined.

Item of Inquiry:

8. Does the State Plan specify the amount of funds to be budgeted for each activity?

Discussion:

The 1973-74 State Plan adequately describes the estimated allocations of funds for stated goals and/or objectives.

GOAL II: EVALUATION SHOULD FOCUS UPON THE EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED

"The State Advisory Council shall--

Evaluate vocational education programs, services, and activities under the State plan, and publish and distribute the results thereof."[3]

Item of Inquiry:

1. What kinds of data were used in the planning of vocational programs (e.g. manpower needs, job opportunities and employment needs) in Florida in FY 1974?

Discussion:

An analysis of the procedures used in Florida to collect, treat, store, and distribute data needed in planning vocational programs was made.

Work was begun in 1973-74 on a project conducted jointly by the Department of Commerce and the Florida Department of Education. The purpose of the project is to design and implement a system to be called the Occupational Information Delivery System (OIDS) which will provide both supply and demand data by industry for approximately 2,000 occupations in the state and the ten Department of Administration Planning Areas. Planning data on approximately 400 occupations is expected to be available early in 1975; however, no data are presently available from this project for use by decision makers in planning vocational programs. The system will be updated annually in order to provide accurate data on labor force demand and training programs supply. The information will be widely disseminated to persons at the state and local level involved in the planning of vocational programs.

The cooperation between the Department of Commerce and the Department of Education, Division of Vocational Education, in the collection and analysis of data to meet planning requirements of both agencies is to be commended.

The first phase of the Florida Vocational, Technical and Adult Education Management System (FVTAEMS) was implemented by the

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[3] *Ibid.*, page 1.

Vocational Division in 1971 in 22 area vocational-technical centers and four school districts. All schools offering vocational, technical and adult education courses in the remaining school districts were phased into the system in 1972. FVTAEIS involves several sub-systems or data bases which include information on instructors, students, courses, programs, space and facility utilization and student follow-up. These data could be useful in showing current utility and capacity for expansion; however, the data are not supplied on a timely basis and are, therefore, not used to the optimum extent possible.

In some instances local school systems conducted studies to determine manpower needs and to identify student interests in program areas. The information is often the only available data for use in making program determinations. There is a need to collect and make available in a planned, systematic manner data about students, labor market manpower needs, and other fiscal, material and human resources as a basis for making realistic judgments about vocational programs. It is commendable that many activities are underway relative to the planning of vocational programs, but there is a need to coordinate these activities through a comprehensive planning system for vocational education.

Recommendations:

1. Support should be continued for the OIDS project and the FVTAEIS.

2. A program to support a comprehensive planning system for vocational education should be developed.

Item of Inquiry:

2. What coordination of vocational training opportunities existed between agencies in Florida in FY 1974?

Discussion:

The excellent cooperation between State agencies in the provision of vocational training opportunities has been documented in past annual reports of the Advisory Council. In FY 1974, the Vocational Division of the Department of Education extended the written agreements of cooperation with the Divisions of Youth Services, Vocational Rehabilitation, and Corrections within the Department of Health and Rehabilitative Services and the Division of Labor and Employment Opportunities within the Department of Commerce.

In past years course outlines have been developed through the cooperative efforts of instructors and personnel of the Divisions of Corrections and Vocational Education. In-service training programs for vocational instructors in correctional institutions have been conducted by the University of South Florida. During FY 1974, 1,800 persons in correctional institutions received training in 48 vocational program areas. Vocational certificates of achievement for completion of entry-level training were awarded to 996 inmates (see Appendix A, Table I).

The Correction Reform Act passed by the 1974 Legislature is expected to result in an expansion of vocational programs and services in Florida correctional institutions. In an effort to assure effective utilization of resources and strengten coordination between State agencies, the Act provides for the establishment of a vocational training advisory council to be comprised of representatives from the State Manpower Services Council, Division of Corrections, Bureau of Criminal Justice, Division of Vocational Education, Florida State Employment Service, Division of Vocational Rehabilitation, and Parole and Probation Board.

The close working relationship between the Division of Vocational Education, the Bureau of Exceptional Student Programs and the Division of Vocational Rehabilitation resulted in an expanded capacity to provide vocational training opportunities to handicapped persons in Florida in FY 1974. The State Council for the Education and Rehabilitation of the Handicapped worked closely with its counterparts at the local level in the areas of identification and need assessment of handicapped persons, coordination of local education agency activities for the handicapped, development of guidelines for the evaluation of programs and development and promotion of new teaching strategies for handicapped persons in vocational education programs.

The chairmen of the vocational teacher education departments of the state universities met at the invitation of the State Council for the Education and Rehabilitation of the Handicapped to discuss pre-service and in-service training for teachers of handicapped persons in the areas of career education, pre-vocational education, occupational orientation and vocational education. Responses from the University of South Florida, Florida State University, University of Florida, Florida Technological University and Florida International University were immediate. In-service workshops and seminars for vocational teachers, special education teachers and rehabilitative personnel were developed and are functioning at the present time.

The close working relationship over the past five years between the Division of Vocational Education and the Division of Vocational Rehabilitation encouraged the establishment in Pinellas County in 1971 of the first Vocational Work Evaluation

Program. In June of 1973 a certificate of merit was awarded to the Pinellas School District by the Department of Health, Education and Welfare for outstanding service to handicapped persons in work evaluation, job training and placement programs. The success of the program was further evidenced by the planning of eight additional work evaluation centers which will be in operation this year in other school districts and community colleges in the state.

A project which serves as an excellent example of the kinds of services resulting from the cooperative efforts of vocational rehabilitation, vocational education and exceptional child education is the vocational supportative program for the hearing impaired being conducted at the Lively Vocational-Technical Center, Tallahassee. Some objectives of the program are: (1) to identify hearing impaired persons in Leon and six surrounding counties; (2) to prepare, collect and adapt vocational and academic materials for the hearing impaired; (3) to provide pre-testing and counseling prior to placement in vocational and academic curricula; (4) to place the deaf in vocational programs which provide interpretive services and translation to manual communication (sign and finger spelling).

The Division of Youth Services, Department of Health and Rehabilitative Services, also maintained an agreement to cooperate with the Division of Vocational Education in providing vocational education instruction and related supportive services for disadvantaged and handicapped persons in institutions under its administration. Last year 504 persons were enrolled in 17 vocational programs administered by the Division of Youth Services ranging from horticulture to autobody repair (see Appendix A, Table II).

The Vocational Division is commended for its cooperation with other State agencies in an effort to ensure the provision of quality vocational education programs to all persons in Florida.

Item of Inquiry:

3. What coordination and articulation took place between secondary, post-secondary, and adult education agencies providing vocational education programs in FY 1974?

Discussion:

Many instances of coordination and articulation between secondary, post-secondary and adult education agencies were brought to the attention of the Advisory Council in public meetings conducted throughout the state in FY 1974. They are too numerous to describe individually, but the Council recognizes the

efforts being made at the district level to develop agreed upon relationships and a system which provides students an effective means of progression along an educational continuum without loss of credit or attainment.

At the state level, a task force was appointed by the Commissioner of Education to develop a common course numbering system for all post-secondary education courses, including vocational education. The completed system should facilitate communication between all institutions offering post-secondary education. Within areas of post-secondary education, such as vocational education, the system should be of value to students and parents as they compare the nature and scope of vocational programs offered at a particular institution, minimizing error in transcript evaluation and providing a communication device for teachers within each vocational program area.

The coordinating councils which are required in those districts in which a community college is located could also be an important element in coordination and articulation between agencies which provide vocational education programs. Coordinating councils are charged by legislative mandate and State Board Regulations to review the total vocational education, adult general education, and community instruction service offered within a district, make recommendations and encourage the development of needed offerings or changes in existing offerings in order to avoid unwarranted duplication.

Although coordinating councils have been required since 1971, the number of councils which are operational and the extent to which they are performing the functions as assigned by State Board of Education Regulations has not been determined. In public meetings conducted throughout the state by the Advisory Council during FY 1974, it was noted by participants that some councils seem to be functioning more effectively than others. The Advisory Council has invited and is in the process of negotiating a project to develop a procedure for determining the extent to which coordinating councils are meeting their responsibilities as set forth in State Board Regulations and identify variables which are highly correlated with the functioning of effective councils.

A final item which should be mentioned in the area of coordination and articulation concerns an interstate agreement for the provision of vocational education. During FY 1974 Alabama's Atmore Area Vocational-Technical Center opened its doors to students from northern Escambia County in Florida under terms of an agreement between the school boards of Escambia County, Florida and Escambia County, Alabama. The Florida county has a vocational center, but it is located in the densely populated area around Pensacola which is as much as 46 miles away from students in the northern part of the county.

Thirty-four of Atmore's 290 students last fall were Floridians. Under the agreement, the Florida school system pays $315 a year for each student enrolled in the Alabama vocational school. Florida students continue to quality for full allocation of funds from their state. According to the agreement, Florida students are subject to Alabama's regulations relating to attendance, conduct, instructional objectives and grades.

Item of Inquiry:

4. How much progress was made in planning for the job placement and follow-up services mandated by the 1973 Florida Legislature?

Discussion:

The 1973 Florida Legislature, acting upon the belief that a basic purpose of education is to prepare students to become productive, employable, and self-supporting members of society, passed a bill relating to school placement and follow-up services. Florida Statutes (230.67) and Regulations of the State Board of Education [(6A-6.71(4) and 6A-8.581(4)] require that each district school board and community college establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational-technical centers. Placement services were defined as "assistance to school graduates or leavers, depending upon the desires of the individual to obtain gainful employment, to enroll for further education, or to engage in a combination of employment and further education." Follow-up services were defined as the "systemic examination of the performance of former students in the areas in which they received training."

During FY 1974 the Commissioner of Education appointed a task force of representatives from the Divisions of Community Colleges, Elementary and Secondary Education, and Vocational Education to develop guidelines for community colleges and school districts. Two sets of guidelines were approved, one for community colleges, the other for school districts.

The guidelines for school districts required that each school board prior to September 1, 1974 adopt a district-wide plan for provision of placement services. A person in each district was to be identified who would be responsible for development, coordination, implementation and evaluation of the district placement plan. Beginning January 1, 1976, and each year thereafter, the superintendent in each district shall be required to make an annual written report to the school board with recommendations for revision in those curriculum areas that have been found to

be deficient in providing skills for the employability of job candidates or the performance of students enrolled in post-secondary educational institutions.

The guidelines approved for follow-up studies to be performed by school districts identified two goals:

> "(1) To determine the effectiveness of instructional programs in meeting their stated goals and objectives. (e.g. How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students?)
>
> (2) To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled. (e.g. Were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the-job activities which are not included in the educational program?)"
> (*Guidelines for Placement and Follow-up Studies Provided by School Districts*, December, 1973. State of Florida Department of Education, p. 6)

Prior to September 1, 1975 a district-wide plan for follow-up is to be adopted and an individual identified to be responsible for development, coordination, implementation and evaluation. In addition to any other follow-up studies, all students completing a vocational-technical preparatory program or leaving school with a marketable skill will receive the follow-up questionnaire developed by the Division of Vocational Education. Any student who leaves school before graduation should be given an exit interview in an effort to determine reason(s) for leaving school and assessment of curricula and programs in which he was enrolled. Beginning January 1, 1976, and each year thereafter, follow-up personnel will present a written report to the district school board concerning curriculum areas that have been found to be deficient in providing skills for the employability of job candidates or the performances of students enrolled in post-secondary educational institutions.

Orientation sessions were held within the Divisions of Vocational Education and Elementary and Secondary Education to familiarize all staff personnel with the elements and intent of the guidelines approved for school districts. Twenty staff members (ten from each Division) were designated as resource persons to be available to provide assistance to school districts in implementing placement and follow-up services. These persons have received intensive training in addition to the general orientation provided all staff members from the two Divisions.

The Career Education Curriculum Laboratory has prepared for the Division of Vocational Education placement and follow-up resource notebooks which have been distributed to coordinators of

placement and follow-up in each district. The notebooks, which are updated every two months, contain resources and materials which could be of help in implementing placement and follow-up activities. The Career Education Curriculum Laboratory has also produced a tape-slide presentation entitled "Placement and Follow-Up. A Look at the Guidelines" to be used to acquaint persons at the district level with the placement and follow-up activities which will be ongoing in the coming year.

The guidelines issued by the Division of Community Colleges for placement services make provisions for the appointment of an officer responsible for placement services and statistics in each college. Placement services will be available for at least three years after program completion. Placement services will also be available on a one-time basis for students who leave the college after not less than two terms as a full-time student.

Each community college is responsible for developing its own placement service. Colleges may form cooperative agreements with the Florida State Employment Service or other community, state, and federal agencies.

Reports on placement of former students must be made each year to the district board of trustees. A report must also be made to the Division of Community Colleges each year for each degree, certificate, diploma, and other instructional program. The report must include the number of completions during the previous fiscal year and the number of completing students placed in employment and educational institutions. It must also include the number of non-completing students placed in employment and educational institutions. In addition, the report must include an assessment of the adequacy of instructional programs and support services.

The Community College guidelines for follow-up studies were designed to answer the following questions:

> "(1) How well is the attainment of the goals and objectives of instructional programs reflected in the performance of former students?
>
> (2) Do the requirements of the activities in which former students are engaged extend beyond the program goals and objectives?"

Program goals and objectives will be identified for each degree, certificate, diploma and other instructional program offered by a community college. Instruments will be developed to (1) assess performance of former students against program objectives and (2) determine the adequacy of program goals and objectives by comparing them with activities which former students perform. Each college will appoint an officer to organize and manage

follow-up studies. Reports of follow-up studies will be made to district boards of trustees and the Division of Community Colleges. The report made to the Community College Division must include a description of revisions made in instructional program goals and objectives or content and procedures made as a result of follow-up studies.

Each year since 1969 priorities or areas of activity designated to receive emphasis have been identified by the Department of Education. Early in 1974 the Administrative Council initiated a program to develop management plans in each area identified for the present fiscal year. Persons from each Division in the Department of Education have developed a management plan for placement and follow-up which includes the following goals:

(1) Provide technical assistance and support to meet the needs of school districts, community colleges, and universities for expanding and strengthening placement services and conducting follow-up studies.

(2) Secure information for improving the adequacy and effectiveness of institutional programs for all students at all levels of public education.

(3) Provide information and material to school districts, community colleges and universities to support the implementation and evaluation of placement services and follow-up studies.

(4) Provide an ongoing program of staff development in placement and follow-up activities for school district, community college and university staffs.

Each Division in the Department of Education has developed a series of activities to be performed in meeting these goals.

Placement services and follow-up studies have been conducted in Florida in the past, but they have been limited in scope and unsystematic in nature. Several years must elapse before the impact of planned placement and follow-up services can be examined. The Vocational Advisory Council supports the efforts made in FY 1974 in planning for these important services.

Item of Inquiry:

5. Were any evaluations of the occupational specialist program conducted in FY 1974?

Discussion:

In 1970 the Florida Legislature, recognizing the shortage of counselors in Florida's schools and the built-in academic bias in the counselor education system, passed a law which allowed persons designated as occupational specialists to be used in counseling positions in a school district. Occupational specialists are required to (a) be at least twenty years old, (b) have been gainfully employed at least 24 months as a full-time employee, or its equivalent in part-time employment, and (c) be able to relate to young people. A school district may be reimbursed for the salary of an occupational specialist at a rate not less than that of a Rank III certificate teacher. Each school board utilizing occupational specialists must submit a proposed training program to the director of the Division of Vocational Education.

Occupational specialists, under the supervision of a certified counselor, work generally in the area of career guidance. They may be involved in the identification or counseling of potential or actual dropouts and their parents, counseling students, teachers and administrators concerning job opportunities, and assisting with placement and follow-up of students. State Board of Education Regulations (6A-6.72) describe the criterion for proper utilization of occupational specialists as " . . . that their services contribute directly to career orientation of the education program and the successful transition from education to work."

The occupational specialist program has been operational in Florida's schools for three years. During FY 1974 it was the subject of two indepth evaluations; one by IBEX, Incorporated for the Florida Department of Education, Division of Vocational Education; the other by the University of West Florida for the Florida State Advisory Council on Vocational and Technical Education. The Division of Vocational Education also released the results of a survey on the occupational specialist program conducted in December of 1973. The report indicated that 64 school districts employed 426 occupational specialists. An estimated 352 held an occupational specialist certificate. Fifty-six districts planned to conduct Department of Education approved training programs. Thirty-six districts had an occupational specialist component in their district master plan for in-service teacher education.

The IBEX, Inc. evaluation found that the typical occupational specialist was female, white, over 40 years of age, married, and had attended college, but not received a Bachelor's Degree. She generally worked in a high school and was supervised by a guidance counselor. The number of years of work experience outside of education averaged 12, with four years in education and less than two years as an occupational specialist.

State Board of Education Regulations [(6A-6.72(4)] now require each school board utilizing occupational specialists to submit a proposed training program to the director of the Division of Vocational Education. The evaluation conducted by the University of West Florida reported that 42 school districts had functioning approved occupational specialist training programs. They varied in length from one week to three years. Provisions were made for supervised internship in 16 programs, the length varying from one to twenty-one weeks. Although most occupational specialists surveyed in the IBEX, Inc. evaluation indicated general satisfaction with pre- and in-service training programs, they felt they could be improved.

The training of occupational specialists throughout the state varied. Many districts chose to use a performance-based training system produced under the supervision of the Florida Department of Education. The training system is composed of the following separate manuals: (1) community resource; (2) communication skills; (3) using the occupational outlook handbook in vocational guidance; (4) developing and maintaining career information; (5) apprenticeship programs; (6) decision making; (7) using tests in vocational counseling and guidance; (8) identification of the potential and actual early school leaver; (9) identifying and securing job placement; (10) follow-up of job placements; (11) career education; (12) development of a career education lesson plan; (13) audio-visual aids; (14) assessing career guidance service, and (15) follow-up studies. Each manual contains specific objectives, evaluation instruments and suggested resources and materials. Manuals may be taught independently. Responses from districts using the materials in FY 1974 generally indicated satisfaction and an intention to continue their use in FY 1975.

Both IBEX, Inc. and the University of West Florida found that around 75 percent of occupational specialists employed last year held a Rank III teaching certificate. A temporary certificate in Rank III is issued to persons recommended by the district superintendent for certification as an occupational specialist. Upon completion of a training program for occupational specialists a second temporary certificate in Rank III is issued. A standard certificate in Rank III may be issued upon recommendation of the district superintendent if the district wishes to issue a continuing contract to the individual. IBEX, Inc. reported that 66 percent of all occupational specialists last year had received a Rank III certificate without a Bachelor's Degree, 30 percent had no college training. They also reported that 70 percent of all occupational specialists planned to continue their formal education. Both evaluation reports noted that a few Florida educators had expressed concern over paying the non-degree occupational specialist the same salary as a Rank III teacher holding a degree.

A wide variety of activities was reported being performed by occupational specialists. The University of West Florida evaluation report stated that some occupational specialists spent their time doing teaching, clerical work and running errands. IBEX, Inc. reported that the duties of occupational specialists were as diverse as the schools in which they functioned. Some worked closely with guidance departments, others with cooperative or work study programs. Some spent all their time on placement, others spent none. Over half of all occupational specialists reported having established a career center in their schools.

It should be noted that both evaluations expressed concern over the working environment of some occupational specialists last year. IBEX, Inc. reported that over one-fourth had no telephone. They also documented a wide variety in working environments, " . . . from one whose office was a vacated broom closet with two student desks to another who had carpeted floors and upholstered furniture."

Both major evaluation studies concluded that the occupational specialist program was operating effectively, developing in accordance with the intent of the legislation and having a positive effect upon career guidance in the educational system. The Vocational Advisory Council recognizes the valuable contributions being made by the occupational specialist in Florida schools.

Recommendations:

1. The occupational specialist program should be continued and funding maintained.

2. The feasibility of expanding the occupational specialist program to the community college level should be studied.

Item of Inquiry:

6. How was vocational education involved in the total manpower development programs in Florida in FY 1974?

Discussion:

The involvement of vocational education in other manpower development programs in the state was reflected in part by agreements of cooperation signed between the Division of Vocational Education and other State agencies involved in manpower training. They were discussed in an earlier section of this report.

The Bureau of Apprenticeship, Department of Commerce, reported a total of 10,256 active apprentices in FY 1974 (see Appendix A, Table III). The classroom instruction in related technical and supplemental subjects which was a required component of many apprenticeship agreements was provided by the vocational education system. The Vocational Division reported an enrollment of 12,697 in courses providing related instruction for persons enrolled in a registered apprenticeship program.

Pre-apprenticeship programs may be established by district school boards and community college boards of trustees to serve potential or existing registered apprenticeship programs. The Department of Commerce in cooperation with the Department of Education establishes minimum uniform standards for pre-apprenticeship programs including curriculum outlines, standards of admission, training standards, goals and a uniform objective standard by which to measure successful completion of such programs. Individuals who successfully complete a pre-apprenticeship program receive credit toward completion of an apprenticeship program upon acceptance into the program. They must also be given primary consideration for admission to apprenticeship programs for which they are qualified. During the past fiscal year the first pre-apprenticeship program was conducted in the area of carpentry. Pre-apprenticeship programs in nine additional areas were in planning stages at the time this report was written.

Manpower Development and Training (MDT) programs were conducted in order to (1) provide training and support services to persons who were unemployed due to a lack of job entry skills and (2) upgrade skills of or retrain persons replaced by automation, technological change and other disruptive forces. The Florida State Employment Service identified occupations for which workers were needed in specific areas of the state and recruited trainees for such areas. The Department of Education, Division of Vocational Education, was responsible for providing training for the individuals in specified occupational areas identified by the Employment Service.

Class-size MDT programs were offered in MDT multi-occupational centers, vocational-technical centers, and community college facilities. In FY 1974, fourteen MDT multi-occupational centers throughout the state provided training to persons in eighteen occupational areas. The Manpower and Diversified Occupations Section of the Division of Vocational Education reports that 60 percent of all students enrolled in MDT multi-occupational centers in FY 1974 were placed in a job. Ninety-four percent of these completing their training were employed, with 75 percent in training related jobs.

Individual referral programs were conducted in areas in which less than ten individuals in need of a particular type of occupational preparation were identified. In most cases individual referral programs operated in rural and/or

industries of low demand or high specialization. The Employment Service identified eligible persons, and the Division of Vocational Education, Manpower and Diversified Occupations Section, selected an institution to conduct training from its lists of approved training agencies. Training was conducted in both public and private institutions. A total of 376 persons were served through MDT individual referral programs last year.

For further information on number of staff employed and federal, state and local funds spent on MDT programs, the reader is referred to Appendix A, Table IV.

During FY 1974, an appropriation request of $2 million was submitted to the Legislature for reactivation of the Industry Services Program and the Industry Services Advisory Council. Despite an initial favorable response, the entire allocation was cut during conference committee hearings in the closing days of the session.

The Industry Services Program has not been funded in Florida since 1971. The Vocational Advisory Council supports the provision of short-term training programs to meet the needs of planned industrial growth monitored by state, district and community college personnel.

Recommendation:

1. Appropriate agencies should evaluate the progress made in establishing pre-apprenticeship programs throughout the state.

Item of Inquiry:

7. Were vocational education opportunities available to all people of the State of Florida in FY 1974?

Discussion:

It has been estimated that four out of every five jobs to be filled in the next decade will not require four years of post-secondary education, but rather some kind of vocational or technical training. A steady decline in jobs requiring little or no skill and the increasing complexity of new jobs replacing old ones as the result of automation and technological changes has increased the range of skills required in beginning workers and the need to update or learn new skills in continuing workers.

The scope of a vocational education system embraces a wide variety of programs, populations and services. The programs and services should be based jointly on the needs, interests and abilities of people as individuals as well as on providing training which is realistic in terms of job preparation for persons of all ages which will enable them to enter or make satisfactory advances in employment.

In FY 1974, 41 post-secondary institutions offered vocational programs, an increase of six over FY 1973. Twenty-eight were area vocational-technical centers and 13 were departments of junior/community colleges. Forty-one high schools which have been designated as area vocational schools also offered programs. All school districts offered a minimum of five programs at one or more secondary schools (See Appendix A, Table XXII).

The size of the vocational student population in FY 1974 was 938,019 which was distributed by educational levels as follows:

Total	- 938,019 (100%)	
Secondary	- 625,162 (67%)	
Post-secondary	- 104,950 (11%)	
Adult	- 207,907 (22%)	(See Appendix A, Table XX)

Enrollments in vocational education increased roughly 32 percent over fiscal 1973 (see Appendix A, Table XV). Approximately 79 percent of all secondary students were enrolled in some kind of vocational program in FY 1974 (see Appendix A, Table XVIII).

Of the total vocational enrollment in FY 1974 about 10.7 percent (101,092) of the students were classified as disadvantaged and 1.9 percent (18,303) were classified as handicapped (see Appendix A, Table XIX).

Student populations to be served by vocational education programs vary greatly in terms of program and student needs. The differences may be the result of variations in local and regional manpower needs, sociological differences in student groups or variations in rural and urban institutional settings. The vocational programs and services of institutions must be tailored specifically to meet the unique needs of the people in the geographic area to be served. Tables XXII and XXIII of Appendix A summarize enrollments and completions by program areas for each school district.

Item of Inquiry:

8. What programs in career education were provided for elementary and middle grade pupils in Florida in FY 1974?

Discussion:

The origin of the currently popular national career education concept dates back to 1971 when Sidney P. Marland presented the general outlines of a career education theme before the annual meeting of the National Association of Secondary School Principals.

Career education in Florida predated the national movement. It originated in 1970 with legislation that redefined vocational education to include programs designed to acquaint elementary school students with the spectrum of job opportunities available and junior high school students with opportunities to explore selected clusters of occupations.

Prior to passage of the law, personnel in the Division of Vocational Education planned and funded projects to establish a basis for implementation of the anticipated Comprehensive Program of Vocational Education. Career education projects were funded in Pinellas, Orange, Broward, Brevard and later Leon counties. Results from these projects supplied the information used to develop and present a request to the Florida Legislature for funds to support career education programs in each of the 67 counties.

In 1973 the legislative budget for education included $5 million to support the planning phase of career education in each school district. The funds were appropriated through the Vocational Improvement Fund Act. The 1974 funds were included in the education budget as transitional funds through the Florida Education Finance Act Revisions. The funds are to be used to continue the planning and implementation of career education projects in each school district.

It is proposed that the third year of special funding support continue implementation and evaluation. The Legislature is committed to support a three- to four-year program designed to assist local school personnel move through a planned program of change. The change process includes activities designed to (1) acquaint educators, students, parents and other publics of a school system with the elements of a comprehensive career education program, (2) provide an opportunity to explore and put those elements into practice on a limited basis, and (3) provide an opportunity to make decisions about accepting the movement in whole or in part based upon evaluation results of those components.

A review of the progress made toward full acceptance and implementation of the career education concepts include several elements. A brief description is provided in the following paragraphs.

Spread

During FY 1974 the career education movement spread from five pilot projects to 67 projects--representing one project in each school district. In the majority of these projects, the objective was to plan a comprehensive career education program that included the components of curriculum, staff development, and evaluation. Each of the components will be presented separately; however, it should be noted that a high degree of inter-relationship exists among the three components.

Curriculum Development

To be successful the career education movement must be based upon realistic curriculum materials and processes. To assist educators in each of the school districts, the Division of Vocational Education funded several projects designed to produce those materials. Please refer to Appendix C for a brief description of several of these projects.

Results of these projects, the completed curriculums, were broadly distributed to educators working to plan their career education programs. Development of curriculum materials by personnel in each school district was discouraged by staff of the Vocational Division as unwarranted duplication of effort. Methods and techniques of fusing curriculum objectives and learning experiences into existing curriculums were encouraged.

Staff Development

If educators are to ultimately accept and implement educational innovations such as career education, opportunities must be provided for them to become acquainted with the concepts, methods, materials, special procedures and evaluation processes of the program being advocated.

Many workshops and in-service training programs were conducted in FY 1974 to acquaint teachers and administrators with the concepts of career education. An example is The Professional Career Educator's Self-Instructional System (Pro-CESS). Pro-CESS is an innovative research and development project coordinated by the Career Education Center at Florida State University which made available to all requesting Florida school districts self-instructional materials to be used during in-service training to transmit basic concepts of career education to teachers, counselors and administrators.

Evaluation

Evaluation is an important element in all educational programs; however, it has special significance in a developmental program such as career education. During the past year of planning for the career education projects to be implemented in FY 1975, district school personnel were involved in designing a system of collecting, treating and reporting data related to program elements. Those elements included the assigning of human, fiscal and material resources to curriculum development, evaluation procedures, in-service training programs and placement and follow-up.

Item of Inquiry:

9. Were any data gathered in 1973-74 which could be used to infer the degree to which students felt vocational programs met their needs?

Discussion:

Data were not available in 1973-74 which could be used to infer the degree to which students felt vocational programs met their needs. Although student follow-up information was collected in 1973, the Division of Vocational Education did not judge the percentage of return sufficient to allow interpretation at a state or program level. Follow-up returns covered only about 15,000 (07.5%) of 202,298 district and community college completions. The percentage of district returns to follow-ups was 27 percent (15,319 to 54,926). There were no data available on community college follow-up. As statewide placement and follow-up activities are fully implemented, the Council should have access to data which will permit formulation of a more adequate response to the question of student satisfaction with vocational programs.

Item of Inquiry:

10. What pre-service and in-service training programs for vocational teachers were available in FY 1974?

Discussion:

The demand for vocational education teachers is a derived demand which is determined by the demand for vocational education. It has been estimated nationally that if enrollment

stayed the same, we would need each year to train four percent more of the total to fill net vacancies. If the demand for vocational education increased by four percent in one year and the teacher-pupil ratio remained the same, we would need to double the number of vocational teachers being trained. (The number would in reality have to more than double since it has been estimated that only two-thirds of new vocational teachers nationally actually enter teaching.) The situation is further complicated when we realize that vocational teachers are not interchangeable, and supply and demand vary greatly from one program area to another. It should be clear that such factors complicate the task of planning for and preparing adequate numbers of vocational education teachers.

Nine State universities offered vocational teacher training programs in 1973-74 (See Appendix A, Table XII). Seven reported having a department of vocational education. The number of institutions offering pre-service training for vocational teachers by program areas was as follows: business--8, industrial--7, industrial arts--3, technical--4, agriculture--2, health--1, and home economics--3.

Appendix A, Table IX shows the enrollment and completion status of pre-service vocational teacher education programs by program area for FY 1973 and 1974. A total of 2,124 persons were enrolled in pre-service programs in 1972-73 and 2,815 in 1973-74. These numbers include both graduate and undergraduate students. The data indicated a gain of about 33 percent in total number enrolled in pre-service training. Twenty-four percent of the persons in pre-service training completed State Plan requirements. The 678 persons completing requirements were far below 1,131 teachers estimated in the 1973-74 State Plan for Vocational Education to be needed for growth and replacement.

A total of 13,530 persons were employed as teachers of vocational subjects in 1973-74, a gain of about 10 percent over 1972-73. The total vocational student enrollment showed a gain of about 32 percent for the same period. Some vocational programs, such as agriculture, experienced large increases in enrollment during FY 1974 without a correspondingly large increase in number of teachers employed (See Appendix A, Table VI). This may be attributed to the increased participation of pre-vocational students in WHEEL programs.

Administrative and supervisory personnel are also a critical element in the maintenance and growth of the vocational system in Florida. During FY 1974, federal Education Professions Development Act (EPDA) funds were used to support several programs for these persons.

District directors of vocational education holding that position for less than two years participated in a workshop conducted by

Florida State University to provide orientation in such areas as management techniques, program planning and financial management. Principals of comprehensive high schools having limited experience managing vocational programs also received special assistance last year. Seventy local vocational administrators spent one day in Tallahassee in small groups familiarizing themselves with state level operating procedures.

Detailed educational planning and careful educational policy making with regard to the supply and demand for personnel is required in order to provide effective and efficient vocational education programs. The Division of Vocational Education should develop in cooperation with State universities, school districts, and community colleges a system to collect on a continuous basis information concerning the future supply and demand for vocational personnel. Supply and demand should be described in terms of vocational program areas, levels and areas of the state. The factors which affect supply and demand and their relative size should be indicated for use in defining alternative strategies for alternating either or both of these factors.

Appendix A, Table VII shows the number of vocational teachers by program area enrolled in in-service training programs in FY 1974. A comparison of 1972-73 and 1973-74 in-service enrollments shows an increase of over 700 teachers being served. Appendix A, Table X shows the percent of vocational teachers by percent of vocational teachers by program areas enrolled in some kind of in-service training program in 1972-73 and 1973-74. It can be seen that in the program areas of agriculture, distributed education, and occupational home economics, the percent of teachers enrolled in in-service training dropped in FY 1974.

During FY 1974 work was begun in three projects funded by the Division of Vocational Education to identify those unique competencies required by vocational teachers in the areas of home economics, industrial and manpower and diversified education. It is hoped that those competencies identified may be incorporated into performance-based pre- and in-service teacher training programs. It should be noted that Florida is moving in the direction of performance-based teacher education. A workshop was held during FY 1974 at the University of South Florida to increase the effectiveness of teacher educators in the use of performance-based teacher education. Identification of unique competencies could also serve as an initial step toward competency-based certification requirements for vocational teachers.

Recommendations:

1. The Division of Vocational Education should update the *Master Plan for Vocational Teacher Education* and include

a system designed to gather information on future supply and demand for vocational personnel by program area, level and area of the state.

2. The effort to identify unique competencies needed by teachers in vocational program areas in order that they may be used as the foundation for competency-based certification requirements for vocational teachers should be continued and expanded.

Item of Inquiry:

11. What efforts were made to assure diffusion of innovations in vocational education?

Discussion:

The dissemination of innovative practices and materials is an important element in a total system designed to maintain, expand and improve vocational education. The Division of Vocational Education has identified seven stages of the diffusion process through which projects of proven value should ideally move. The stages are as follows: awareness, exploration, limited trial, formative evaluation, decision making, implementation and summative evaluation. Appendix A, Table XIII shows the status of several projects funded by the Vocational Division in a research development utilization system. Technical consultants in regional offices were identified as the agents responsible for guiding district school personnel through the diffusion process from awareness to evaluation.

The Advisory Council believes that the present system for diffusion should be studied by the Vocational Division. Manpower training and support services at the district and state levels for the system should be given careful consideration.

Recommendation:

1. The Vocational Division should assess the effectiveness of the present system for diffusing innovative vocational programs, practices and materials.

Item of Inquiry:

12. What statements can be made concerning the public image of vocational education?

Discussion:

In 1971 Douglas Research Associates, Inc. conducted a survey for the Division of Vocational Education on the perceptions and levels of information held on vocational education in Florida. It was reported that " . . . the general adult population in Florida has not acquired a base of knowledge about vocational education. It was true of every variable analyzed in this section that far more than a majority of our sample failed to pass even the most basic test regarding information about vocational education." The study also revealed that certain persons, " . . . those in lower status groups have significantly less information than other groups." (Dobson, D. C. and Edwards, J. T. *Perceptions and Information: Vocational Education in Florida*, Douglas Research Associates, Inc., 1971, p. 88) Vocational education is not accessible if persons who could benefit from it do not know anything about it.

Substantial research has been conducted on the relative effectiveness of various media in communicating information to groups differing in age, sex, race, and socioeconomic background. The results of such research indicate that different population subgroups rely on different types of media for information. The Vocational Advisory Council has funded a pilot project to develop a model for determining information levels about vocational and technical education and media-use patterns of population subgroups in Florida. Population subgroups having the lowest levels of information about vocational and technical education will serve as target groups for an information campaign. The media-use patterns of the target groups will indicate which media will be used in disseminating the information. The purpose of the project will be to measure and evaluate the effectiveness of various media materials conveying information about vocational and technical education program opportunities in changing levels of information held by defined target population groups. Specifically the project will seek answers to the following questions:

1. What are the levels of information held by population subgroups concerning vocational and technical education programs?

2. What media are most effective for conveying information about vocational and technical education programs to targeted groups.

3. Does vocational and technical education program information conveyed to target population groups via appropriate media raise the levels of information held by these groups?

GOAL III: EVALUATION SHOULD FOCUS ON THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

> *"The annual evaluation report to the State advisory council may be accompanied by such comments of the State board as it deems appropriate. The recommendations of the State advisory council shall be considered by the State board in developing the State plan for the ensuing year. Response in writing to each recommendation shall accompany the State plan and may include among other matters, the results of evaluations by the State board of programs, services, and activities which support, supplement, or differ with the evaluation results of the State advisory council."*[4]

Generally, the Council feels that its previous annual evaluation reports have been well received by the staff of the State Board for Vocational Education. In April, 1974 the Florida Director of the Division of Vocational Education sent the Council a staff prepared report entitled *Activities Designed to Achieve Recommendations of the State Advisory Council on Vocational and Technical Education.* An examination of the report indicates that a majority of the Council's recommendations have been considered for implementation, and many very significant activities relating to the recommendations are being conducted by the state's educational system. It should be pointed out, however, that in a few instances the responses were not directly addressed to the recommendation or the context within which the recommendation was made.

The Council knows that its functions, as provided by law and regulation, are evaluative and advisory and believes that timely and direct or definitive responses to its reports by appropriate State Board staff persons will enable the Council to better assess the appropriateness, efficiency, and effectiveness of its efforts to assist the state program of vocational and technical education.

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[4] *Ibid.*, page 1.

Item of Inquiry:

1. What action has resulted from the Council's previous year's recommendations, and to what extent do these actions fulfill the intent of the recommendations?

Discussion:

As suggested by the guidelines provided by the U. S. Office of Education and the National Advisory Council on Vocational Education, we have listed in condensed form recommendations made in the Florida Council's FY 1973 Annual Evaluation Report and a synopsis of the response to each recommendation.

FY 1973 RECOMMENDATIONS AND RESPONSES

1. The response to the recommendation "That concerted effort be continued to provide realistic data on labor supply and demand to the districts and community colleges and to fully implement the statewide management information system (MIS)" indicates these activities:

   a. A project is being conducted by the Florida Departments of Commerce and Education that will provide supply and demand data for 2,000 occupations for the State and the ten planning areas within the State.

   b. Data on about 400 occupations will be available by October 1, 1974, and disseminated to vocational planners.

   c. The system will be updated annually.

   d. The MIS now supplies information on students, instructors, classes, facilities and student placement and follow-up.

2. The response to the recommendation "That data be collected relative to available facilities and other pertinent resources as necessary for conducting and evaluating vocational education programs" indicates that "program standards are being developed which will include minimum . . . square footage, basic equipment needed, . . . initial cost of equipment, course descriptions, and performance objectives."

3. The response to the recommendation "That more definitive data be provided in the State Plan for the 'other sector output'" indicates this data will become available through

the labor supply and demand system being jointly sponsored by the Departments of Commerce and Education.

4. The response to the recommendation "That data used for planning purposes be consistent within the State Plan for a given year and for successive years and that, to the extent possible, a consistent format on a year-to-year basis be established" indicates "Procedures to collect and produce data have not changed substantively from year to year . . ." and " . . . items in the Plan are cross checked to assure uniformity in data presented in different parts."

5. The response to the recommendation "That all goals and objectives be clearly and explicitly stated, and that objectives be stated in quantitative and measurable form" indicates the Plan format will require " . . . reporting of goals, objectives and outcomes for specified years. Goal related objectives will continue to be stated in quantitative and measurable terms, and will indicate whether state or local levels have responsibility for achieving objectives."

6. The response to the recommendation "That for each goal and objective, priority ranking be assigned on an annual and long-range basis according to program, level, target group, and geographical location" indicates "All goals and objectives in the State Plan have high priority ranking . . . and a priority ranking below high level would serve no useful purpose. Special target groups or activities are singled out each year to receive special emphasis. Groups or activities to receive special emphasis will be so indicated in the State Plan."

7. The response to the recommendation "That more precise data on the identification of disadvantaged and handicapped students at the local level be provided to program planners" indicates "*A Guide for the Identification of the Disadvantaged* has been developed and disseminated to all school districts and community colleges in the state."

8. The response to the recommendation "That efforts be continued to involve the disadvantaged and handicapped students in vocational programs through an expanded public information system at the local level" lists these two activities:

a. The recent establishment of two pilot mobile demonstration units to communicate information about vocational education opportunities to disadvantaged persons in target areas.

b. The development and operation by the fall of 1974 of a public awareness program for handicapped persons which utilizes TV spots, films and brochures.

9. The response to the recommendation "That the development of work evaluation centers and individualized instruction programs, and the training of specialized vocational education personnel for teaching the disadvantaged and handicapped be continued" indicates the following:

a. Requests indicate that four additional school districts and one additional state institution will offer work evaluation beginning in FY 75.

b. Individualized instruction programs are being provided utilizing multi-media and other aids at the secondary, post-secondary, and adult levels.

c. For FY 1975 it is projected that the Individualized Manpower Training System (IMTS) will be used in about 18 school districts, and one each on the Seminole and Miccosukee Reservations.

d. Staff training programs for work evaluation and the IMTS are provided by two universities.

10. The response to the recommendation "That district planning guides include specific provisions for in-service training of regular vocational education instructors who teach disadvantaged and handicapped persons" indicates that funding guides will include this provision.

11. The response to the recommendation "That in the interest of developing more realistic labor supply and demand information on a regional and statewide basis, a closer relationship be established between state goals and priorities and other sources of labor supply" indicates that a project has been funded to develop a system to provide labor supply data and this along with the labor demand system being prepared by the Florida Department of Commerce will be made available to public and private manpower planners--state and local.

12. The response to the recommendation "That objectives in all instances be explicitly stated so that the State Plan has greater utility as a planning and implementation instrument at the local level" indicates that the State Plan is developed to be a state level planning document and to provide guidelines at the local level and that specific objectives are now explicity stated in terms of enrollments by level, target group, and vocational service unit.

13. The response to the recommendation "That objectives, when applicable at the local level, be so identified as a means for pinpointing responsibility and accountability" provides the following information:

    a. State personnel establish statewide goals and objectives and suggest local objectives consistent with state goals; however, authority and responsibility to establish programs rest with local educators.

    b. Objectives generally applicable at state and local levels are so identified.

    c. District projections are utilized in establishing state objectives.

14. The response to the recommendation "That the State Board of Education institute the means whereby valid labor market data for planning and evaluation purposes are made available to the several State and non-State agencies in need of such data and that more effective coordination in data collection and utilization be developed between those agencies" indicates that "Coordinated efforts are now being made to gather labor market data that will be more valid for planning and evaluation purposes." "The data . . . will be available for use by all agencies concerned with manpower training."

15. The response to the recommendation "That labor market data be compiled with sufficient specificity and in a format that will assist planning educational programs by specific population groups, such as the Seminole Tribe of Florida" indicates that more specific data are being developed as indicated in the response to recommendations 1, 13 and 14. However, data will " . . . pinpoint occupational training needs and employment opportunities . . . but will not provide information for any specific ethnic group."

16. The response to the recommendation "That the excellent working relations and the resulting coordinating of training opportunities among the several State agencies be continued" states that "This will be done . . . ."

17. The response to the recommendation "That the Manpower Development Training Program at the Apalachee Correctional Institution be continued and that the concept be expanded for similar institutions" indicates that "The Department of Education is supporting the Department of Health and Rehabilitative Services' effort to have legislation passed designating it a sixty-eighth school district. If passed, this legislation will enable the Division of Corrections to establish training programs at various institutions on the same basis as a school district."

18. The response to the recommendation "That the Florida Department of Education continue and expand the emphasis on leadership training for administrative and supervisory personnel at the district level in an effort to promote and to develop the potential for more effective coordination and articulation among the several levels of public education" indicates that "The Department of Education is now contemplating appointing a committee to conduct a study of the organization and activities of these councils (coordinating councils for vocational education) and make a report of their effectiveness in providing the desired leadership."

Council Comment: In the opinion of the Advisory Council, the response to this recommendation was inappropriate. Several activities were in progress and planning which could have been mentioned.

19. The response to the recommendation "That the State Board of Education take such action as it may deem necessary to assure full compliance with the legislative provisions for job placement and follow-up services" indicates that the following activities have occurred:

    a. Two sets of guidelines have been developed, one for community colleges and one for school districts.

    b. Staff meetings have been conducted for personnel in the Elementary and Secondary and Vocational Divisions to acquaint staff with the elements and purposes of the guidelines.

c. Ten persons from each division will serve as district resource personnel.

d. A meeting has been conducted with district personnel to identify needed resources which are being prepared for dissemination.

e. By September 1, 1974 all school districts will have adopted plans for placement and follow-up reporting.

20. The response to the recommendation "That the State Board of Education require the junior/community colleges to maintain job placement and follow-up services for their graduates" indicates the following activities:

a. Guidelines for community colleges have been approved by the Commissioner.

b. Orientation sessions have been conducted.

c. Liaison has been established between the Community College Division and the Division of Vocational Education to determine methods of reporting data.

21. The response to the recommendation "That the Department of Education request legislative action to re-establish and fund the Industry Services Program, designed to provide training programs for new and expanding businesses and industries" indicates that "One of the Department of Education's priority legislative items is a budget request of $2,000,000 and a new staff position to reactivate the Industry Services Program. The Governor has included this in his budget request to the Legislature."

Council Comment: This was deleted from the FY 1975 Department of Education's budget by the Legislature.

22. The response to the recommendation "That the State Board of Education continue, and increase, its efforts to make funds available to community colleges and school districts for the construction of vocational facilities in the State of Florida" provides the following information:

a. Florida Statutes requires the State Board to give priority to the vocational capital outlay needs at the secondary level in the allocation of federal funds.

b. From 1972-74, $3.5 million of federal funds were allocated and matched on a dollar-for-dollar basis for a total of at least $7.0 million.

c. The following sums were made available from higher education bond funds to construct facilities for area vocational-technical centers: 1972-73, $5,962,000; 1973-74, $13,013,000.

d. Vocational facilities at community colleges are funded from the annual community college share of higher education bond funds and from capital outlay and debt service funds received by each college from the state funding formula.

e. It is projected that in 1974-75 $2 million in federal funds will be used to develop vocational facilities at secondary schools, the latter to be matched dollar for dollar for a total of $4 million.

f. $17,404,800 has been recommended for area vocational-technical centers from the higher education bond funds for 1974-75.

23. The response to the recommendation "That the apprenticeship concept of training skilled manpower be expanded" indicates these activities:

a. The Division of Vocational Education is working closely with the Department of Commerce Bureau of Apprenticeship in increasing the number of pre-apprenticeship programs.

b. Presently, there are two pre-apprenticeship programs in operation and nine in development.

c. By law responsibility for the development of apprenticeship programs is not that of the Department of Education, but Department of Commerce.

24. The response to the recommendation "That the State Board of Education make every effort to assure the continued financial support of career education in the state through an appropriation by the 1974 legislative session" indicates "The Department of Education has included in its

budget request for FY 1974-75, $5,563,000 for . . . career education. The Governor has included $5,210,000 in his budget request for this purpose."

Council Comment: $5,000,000 was appropriated for FY 1975.

25. The response to the recommendation "That an analysis be made of the allocation and expenditures of Federal Vocational Funds, Parts A through I, to assist in determining if appropriate sums are being used to support ancillary services" indicates that "The Division of Vocational . . . Education will study to determine appropriate amounts . . . to support ancillary services and will act accordingly."

26. The response to the recommendation " . . . that the instrumentality of vocational and technical education be retained in the Florida Department of Education at the Division level" indicates that " . . . the Commissioner has documented a similar position with members of the State Legislature . . . ."

27. The response to the recommendation " . . .that the continued development and implementation of a total Management Information System (MIS) for vocational education be given high priority" provides the following information:

    a. The Florida Vocational, Technical and Adult Education Information System (FVTAEIS) . . . remains as a high priority item.

    b. The quality of data being reported through the system continues to improve each year.

    c. Workshops will continue to be held periodically to update area specialists responsible for MIS activities and local persons responsible for providing vocational information for the system.

    d. The Division expects the system to provide information on the previous year's activities by October 1 of each year.

28. The response to the recommendation " . . . that each district school board and community/junior college board of trustees have general . . . and appropriate program advisory committees . . . ." and " . . . that state vocational

education personnel implement a positive action program to assist school district and community/junior college staff to effectively utilize lay advisory committees . . . ." indicates

a. The Division of Vocational . . . Education, in cooperation with the State Advisory Council, sponsored a state conference for advisory committees in March 1974.

b. The Division will continue to work with districts and institutions in effecting a viable advisory committee system.

29. The Council made the following three part recommendation concerning State Plan terminology:

The Council recommends: (1) that the *State Plan for the Administration of Vocational Education* include a glossary of commonly used vocational and technical terms and that it be jointly approved by the Vocational Division and the Division of Community Colleges; (2) that the approved glossary of terms be used consistently in all policies, regulations and management information systems, and reports; and (3) that the definitions be consistent with those in the publication below and other recognized national publications. (*Standard Terminology for Curriculum and Instruction in Local and State School Systems--Handbook VI*, Superintendent of Documents--Catalog No. HE5.233:23052, 1970)

The implementation of the above recommendations should provide: (1) common descriptors for planning documents; (2) a uniform data base for reporting; and (3) assurance of consistent information and data for state and local management activities.

Response to the recommendations stated:

"The glossary in the 1974-75 State Plan has been expanded to include many more commonly used vocational and technical education terms. The latter are mostly from Handbook VI. The glossary identifies particular terms used by community colleges and is compatible with glossaries in funding guides used by districts and community colleges and with terms used in federal publications. The glossary will be submitted to the Vocational Division and the Community Colleges Division for approval."

Item of Inquiry:

2. What factors influenced the success or failure of the implementation of the Council's recommendations?

Discussion:

As stated in previous annual reports, the Council has not attempted to determine specific factors which have influenced the "success or failure" of the implementation of its recommendations. The State's program of vocational and technical education is complex. At the State level it involves elements located in the four operating divisions of the Florida Department of Education; namely, Elementary and Secondary, Vocational, Community Colleges, and Universities.

Delivery of vocational and technical education services to students is primarily provided by 67 school districts, 29 community colleges, and all 9 State universities have one or more vocational and technical teacher education programs. The reported consideration given the Council's FY 1973 recommendations and activities to implement them is summarized on pages 44-52.

Item of Inquiry:

3. To whom were recommendations made and what follow through is being maintained by the Council?

Discussion:

As provided by law and regulations[5] the Council submits its annual evaluation report to the State Board. For its previous annual reports, the Council has requested and received a response to its recommendations. While carrying out its assigned evaluation and advisory responsibilities, the Council anticipates maintaining a close working relationship with the Vocational Division and other Divisions of the Department of Education.

After additional study and deliberation, the Council submits for *continued emphasis* and/or additional consideration the following recommendations which were contained in the FY 1973 Annual Evaluation Report.

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[5] *Ibid.*, page 1.

Recommendations:

1. The Council recommends that the instrumentality of vocational and technical education be retained in the Florida Department of Education at the Division level.

2. The Council recommends that the continued development and implementation of a total Management Information System (MIS) for vocational education be given high priority.

   The Council is aware of the commendable progress that has been made toward accomplishing this recommendation and realizes there are many problems involved. However, the Council has found it difficult to perform its mandated evaluation function because timely and adequate information has not been available on the FY 1974 programs as put forth in the State Plan. Based on information supplied in the response to its last annual report, the Council anticipated receiving on a timely and continuing basis copies of printouts from the MIS. However, these still have not been made available to the Council office as of November 7, 1974.

3. The Council recommends that each (1) district school board and community/junior college board of trustees have an active general advisory committee and appropriate program advisory committees for vocational and technical education. The Council further recommends that (2) State level vocational education leadership develop and implement a program to assist school district and community/junior college staff to effectively utilize lay advisory committees for the purposes of advising the respective boards on the development, operation, and evaluation of occupational programs.

   Florida State Board of Education Regulation 6A-6.88 and Junior College Regulation 6A-8.571 provide for the appointment of general advisory committee to " . . . advise the board on the development, operation, and evaluation of the occupational programs offered." Further provisions are made to insure that " . . . the membership shall be broadly representative of the major social and economic elements of the community."

   The Rules and Regulations of the U. S. Office of Education [(Sub-part A, Section 102.4(e)(2)] require that " . . . the program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local

advisory committees) having skills in and substantial knowledge of the occupations or the occupational field included in the instruction."

4. The Council recommends that the State Board of Education request legislative action to re-establish and fund the Industry Services Program.

5. The Council recommends that the State Board of Education make every effort to assure continued financial support for career education and the occupational specialist program through an appropriation by the 1975 Legislature.

APPENDIX A

SELECTED STATISTICAL TABLES

TABLE I

VOCATIONAL TRAINING ACTIVITIES OF
THE DIVISION OF CORRECTIONS

	1973*	1974**
Number of Persons Enrolled in Full-Time School Centered Vocational Programs	921	1,092
Number of Persons Enrolled in Part-Time School Centered Vocational Programs	154	280
Number of Persons Enrolled in On-the-Job Training Vocational Programs	481	428
Total Number of Students Enrolled in All Vocational Programs	1,523	1,800
Number of Vocational Certificates Awarded	492	996

* Reflects count as of April 30, 1973
** Reflects count as of April 30, 1974

SOURCE: Data provided by Bureau of Education, Division of Corrections, State of Florida, Department of Health and Rehabilitative Services.

TABLE II

DIVISION OF YOUTH SERVICES ACTIVITIES

Number of Students Enrolled

1970-71	1971-72	1972-73	1973-74
610	758	858	504

Areas in Which Vocational Education Courses Were Offered

Business Education
Short Order Cook
Hotel-Motel Maid Training
Horticulture
Home Economics
Communication Arts
Arts/Crafts
Upholstry
Building Trades
Auto Mechanics
Small Appliance Repair
Graphic Arts
Small Gasoline Engine Repair
Woodworking
Auto Body and Paint
Front End and Brake Repair
Electronics

SOURCE: Data for Table II were reported by the Director of Education, Division of Youth Services, Department of Health and Rehabilitative Services.

TABLE III

APPRENTICESHIP PROGRAM ACTIVITIES

Activities/Year	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Total Active Apprent.	7,022	8,986	8,920	9,800	10,479	10,256
New Indentures	1,967	1,965	1,509	2,340	3,068	5,500
Graduations	1,168	1,028	1,096	1,110	1,180	2,090
Number of Particip. Establishments	4,112	4,377	7,037	6,000	6,205	6,500
Number of Programs	900	967	1,064	1,200	1,102	962

SOURCE: Data for Table III provided by Bureau of Apprenticeship, Division of Labor, Florida Department of Commerce.

TABLE IV

MANPOWER DEVELOPMENT AND TRAINING ACTIVITIES

Activity/Year	1970	1971	1972	1973	1974
1. Students Enrolled	4,280	7,609	6,761	6,873	6,286
2. Students Completing	3,495	6,315	5,776	6,326	5,628
3. Staff Employed	NA	163	179	148	158
4. Federal Funds	$2,978,487	$2,839,873	$2,745,642	$2,408,988	$2,546,381
5. State Funds	$ 238,314	$ 247,374	$ 248,851	$ 138,375	a. cash: $164,250 b. in-kind: $190,955
6. Local Funds	$ 92,629	$ 70,597	$ 55,433	$ 281,989	$ 584,518
7. TOTAL	$3,309,430	$3,157,844	$3,049,926	$2,829,352	$3,486,104

SOURCE: Data for Table IV were provided by Manpower and Diversified Occupations Programs Section, Division of Vocational Education, State of Florida, Department of Education.

TABLE V

LOCAL ADMINISTRATIVE PERSONNEL IN VOCATIONAL EDUCATION
IN FISCAL 1973 AND 1974

Personnel	Total Unduplicated		Secondary		Postsecondary		Adult	
	FY73	FY74	FY73	FY74	FY73	FY74	FY73	FY74
Total Unduplicated	992	1,165	660	721	143	154	189	1,207
Director	223	264	155	151	34	32	44	43
Supervisor	207	235	138	145	30	31	39	42
Guidance	392	505	261	326	56	70	75	93
Other	160	161	106	99	23	21	31	29

SOURCE: Annual Reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE VI

TEACHERS EMPLOYED IN VOCATIONAL EDUCATION
FISCAL 1973 AND 1974

Program	FY73	FY74*
Agriculture	538	614
Distribution	933	1297
Health	780	1131
Home Ec-Consumer	1682	1437
Home Ec-Occup.	897	1407
Office	1830	2211
Technical	818	915
Trades & Industry	3125	3025
Group Guidance	686(1)	600(2)
Remedial	75	[452]
Coop - Part G	[395]	[380]
Disadvantaged	[2649]	[3382]
Handicapped	[1191]	[1645]
Exemplary - Part D	[136]	[165]
Other	955(3)	893(1)
TOTAL UNDUPLICATED	12319	13530

* Job Entry and Diversified Cooperative Training distributed throughout other categories.
(1) Industrial Arts
(2) Work Experience
(3) Work Experience and Job Entry
[ ] Figures in brackets represent a duplicated count.

SOURCE: Annual reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE VII

NUMBER OF VOCATIONAL TEACHERS IN TEACHER TRAINING PROGRAMS IN FISCAL 1973 AND 1974

Program	Number of Persons in Training					
	Preservice		Inservice		Total	
	FY73	FY74*	FY73	FY74*	FY73	FY74*
Agriculture	113	188	114	89	227	277
Distribution	187	208	211	211	398	419
Health	56	89	154	323	210	412
**Consumer/Home Ec	-	353	-	145	-	498
**Occup. Prep/Home Ec	443	56	223	257	666	313
Office	774	1002	564	696	1338	1698
Technical	53	72	202	266	255	338
Trade and Industry	323	377	2007	2057	2330	2434
Group Guidance	118(1)	16(2)	210(1)	140(2)	328(1)	156(2)
Coop. - Part G	[57]	[55]	[272]	[262]	[329]	[317]
Disadvantaged	[183]	[234]	[680]	[868]	[863]	[1102]
Handicapped	[21]	[29]	[230]	[318]	[251]	[347]
Exemplary - Part D	-	-	[136]	[165]	[136]	[165]
Other	57(3)	454(1)	251(3)	479(1)	308(3)	933(1)
TOTAL UNDUPLICATED	2124	2815	3936	4663	6060	7478

* Job Entry and Diversified Cooperative Training distributed throughout other categories.

** Changes from FY 73 to FY 74 are due to efforts by district school systems to reorient Home Economics toward occupational preparation.

[] Figures in brackets represent a duplicated count.

(1) Industrial Arts
(2) Work Experience
(3) Work Experience and Job Entry

SOURCE: Annual reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE VIII

ESTIMATED NEED FOR VOCATIONAL STAFF IN 1973-74 STATE PLAN AND NUMBER ACTUALLY EMPLOYED BY PROGRAM AREA

Program Area	Estimated Staff Requirements in 1973-74 State Plan	Staff Employed
Agriculture	625	614
Distributive	1,355	1,297
Health	952	1,131
Home Ec.-Consumer	1,815	1,437
Home Ec.-Occup.	572	1,407
Business	1,848	2,211
Technical	1,183	915
Industrial	2,913	3,025

SOURCE: Annual Reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education on September 27, 1974, and the *1973-74 Florida State Plan for the Administration of Vocational Education, Part II.*

TABLE IX

PRESERVICE VOCATIONAL TEACHER EDUCATION PROGRAMS
FY 1972-73 and 1973-74

Program Area	Number in Preservice Training 1972-73	Number in Preservice Training 1973-74	Number Completing State Plan Requirements 1972-73	Number Completing State Plan Requirements 1973-74
Agriculture	113	188	51	44
Distributive	187	208	63	71
Health	56	89	0	21
Home Ec.-Consumer	0	353	0	85
Home Ec.-Occup.	443	56	71	6
Business	774	1,002	178	218
Technical	53	72	6	19
Trades & Industry	323	377	45	84

SOURCE: Annual Reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE X

PERCENT OF VOCATIONAL TEACHERS ENROLLED IN INSERVICE TRAINING IN FY 1972-73 AND FY 1973-74

Program Area	Total Number of Teachers 1972-73	Total Number of Teachers 1973-74	Number of Teachers in Inservice Training 1972-73	Number of Teachers in Inservice Training 1973-74	Percent of Teachers In Inservice Training 1972-73	Percent of Teachers In Inservice Training 1973-74
Agriculture	538	614	114	89	.21	.14
Distribution	933	1,297	211	211	.23	.16
Health	780	1,131	154	323	.20	.29
Home Ec.-Consumer	1,682	1,437	0	145	.00	.10
Home Ec.-Occup.	897	1,407	223	257	.25	.18
Office	1,830	2,211	564	696	.31	.31
Technical	818	915	202	266	.25	.29
Trades & Industry	3,125	3,025	2,007	2,057	.64	.68

SOURCE: Annual reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE XI

CHANGES IN VOCATIONAL PROGRAM ENROLLMENTS
AND NUMBER OF TEACHERS EMPLOYED

Program Area	Increase (+) or Decrease (-) in FY 1974 Enrollment Over FY 1973	Increase (+) or Decrease (-) in FY 1974 Number of Teachers Employed Over FY 1973
Agriculture	+ 20,768	+ 76
Distribution	+ 20,630	+ 364
Health	+ 14,991	+ 351
Business	+ 32,818	+ 381
Home Ec-Consumer	- 34,280	- 245
Home Ec-Occup.	+ 82,997	+ 510
Technical	- 4,036	+ 97
Industrial	- 35,512*	- 100

* In FY 73 industrial enrollments included industrial arts programs. Industrial arts programs were not included in FY 74.

SOURCE: Annual reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education - March 7, 1974 and September 27, 1974.

TABLE XII

STATE UNIVERSITIES OFFERING VOCATIONAL TEACHER TRAINING PROGRAMS

Name of Institution	Service Area	Number of Degrees Awarded in 1973 Baccalaureate	Masters	Doctorate
Florida Technological University	Dept. of VTAE			
	Business	25	5	0
	Industrial	0	0	0
	Technical	0	0	0
University of Florida	Dept. of VTAE			
	Adult Education	0	5	0
	Agriculture	18	15	0
	Business	30	7	2
	Health Related Occ.	0	7	1
	Technical	0	8	1
University of North Florida	Dept. of VTAE			
	Adult Education	0	0	0
	Business	6	0	0
	Distributive	5	0	0
	Industrial	6	0	0
University of South Florida	Dept. of VTAE			
	Adult Education	0	34	0
	Business	35	18	0
	Distributive	26	12	0
	Industrial	3	15	0
University of West Florida	Dept. of VTAE			
	Business	18	2	0
	Distributive	2	0	0
	Health Related Occ.	3	0	0
	Industrial Arts	45	2	0
	Industrial	15	5	0
	Technical	8	0	0

TABLE XII con't.

TEACHER EDUCATION INSTITUTIONS
OFFERING PROGRAMS IN VOCATIONAL EDUCATION

Name of Institution	Service Area	Number of Degrees Awarded in 1973 Baccalaureate	Masters	Doctorate
Florida Agricultural and Mechnical University	School of Technology			
	Adult Education	5	7	0
	Agriculture	4	5	0
	Business	23	0	0
	Home Economics	6	5	0
	Industrial Arts	11	6	0
	Industrial	2	1	0
Florida Atlantic University	Dept. of VTAE			
	Adult Education	0	0	0
	Business	18	19	0
	Distributive	15	8	3
Florida International University	Dept. of VTAE			
	Adult Education	0	0	0
	Home Economics	2	0	0
	Industrial Arts	2	0	0
	Industrial	4	4	0
	Technical	1	1	0
Florida State University	Adult Education	0	4	13
	Business	15	0	0
	Home Economics	71	6	1
	Industrial Arts	46	18	15
	Industrial	8	15	7
TOTALS		478	234	43

SOURCE: *1973-74 Florida State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968, Part II.*

TABLE XIII

A TABLE SHOWING STATUS OF SELECTED PROJECTS ON A RESEARCH/DEVELOPMENT/UTILIZATION CONTINUUM FUNDED THROUGH DIVISION OF VOCATIONAL EDUCATION IN 1974

A PARTIAL LIST OF COMPONENTS ON A RESEARCH/DEVELOPMENT/UTILIZATION CONTINUUM	SELECTED PROJECTS FUNDED THROUGH DIVISION OF VOCATIONAL EDUCATION												
	Curriculum for Elementary Guidance and Career Education Project	Post-Secondary Pupil-Personnel Counselor Proj.	Communication and Teaching Effectiveness in Vocational Education	Fusing the Valuing Approach to Career Education in the Middle School	Learner Oriented Occupational Material (LOOM)	Model Workshop for Tchrs. Using Valuing Materials	Vital Information for Education & Work (VIEW)	Florida Educ. Resource Information Cntrs. (FERIC)	Career Education Projects in 67 School Districts	Career Education Curriculum Laboratory	Vocational-Technical Educ. Consort of States	Curriculum Development in Distributive and Home Economics Education	Employability Skills Project	Project Agriculture
1. Problem Identification	x	x	x	x	x	x[i]	x	x	x	x	x	x	x	x
2. Research and Development	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Field Tests & Revision	x	x	x	x	x	x	x	x	x*		x	x*	x*	x*
4. Diffusion a. Awareness	x*				x	x*	x*	x			x	x*	x*	x*

TABLE XIII con't.

A TABLE SHOWING STATUS OF SELECTED PROJECTS ON A RESEARCH/DEVELOPMENT/UTILIZATION CONTINUUM FUNDED THROUGH DIVISION OF VOCATIONAL EDUCATION IN 1974

A PARTIAL LIST OF COMPONENTS ON A RESEARCH/DEVELOPMENT/UTILIZATION CONTINUUM	SELECTED PROJECTS FUNDED THROUGH DIVISION OF VOCATIONAL EDUCATION											
	Curriculum for Elementary Guidance and Career Education Project	Post-Secondary Pupil-Personnel Counselor Proj.	Communication and Teaching Effectiveness in Vocational Education	Fusing the Valuing Approach to Career Education in the Middle School	Learner Oriented Occupational Material (LOOM)	Model Workshop for Tchrs. Using Valuing Materials	Vital Information for Education & Work (VIEW)	Florida Educ. Resource Information Cntrs. (FERIC)	Career Education Projects in 67 School Districts	Career Education Curriculum Laboratory	Vocational-Technical Educ. Consort of States	Curriculum Development in Distributive and Home Economics Education	Employability Skills Project	Project Agriculture
b. Exploration	X*				X		X	X	X		X		X	
c. Limited Trial	X*				X		X	X	X		X		X	
d. Evaluation (Formative)					X		X	X			X		X	
e. Decision Making					X		X	X			X		X	
f. Implementation					X		X	X			X		X	
g. Evaluation (Summative)					X			X						

* Partial involvement; complete plans for diffusion in process.
i Field tests of Fusing the Valuing Approach to Career Education in the Middle School indicated the need for this project.

TABLE XV

ENROLLMENTS IN VOCATIONAL EDUCATION

Level/Year	1969	1970	1971	1972	1973	1974
Below Grade 9	3,053	--	23,452	93,128	--	--
Secondary	152,745	186,096	201,016	260,082	385,949	625,162
Post-Secondary	83,717	118,232	69,634	75,173	110,825	104,950
Adult	171,526	169,682	167,437	176,495	212,232	189,907
TOTALS	411,041	474,010	461,539	604,878	709,006	938,019

SOURCE: VTD 211, October 29, 1973, Run 1, and Annual Descriptive Reports provided by the Divison of Vocational Education, Florida Department of Education.

TABLE XIV

A COMPARISON OF ENROLLMENTS IN VOCATIONAL EDUCATION

BY YEAR

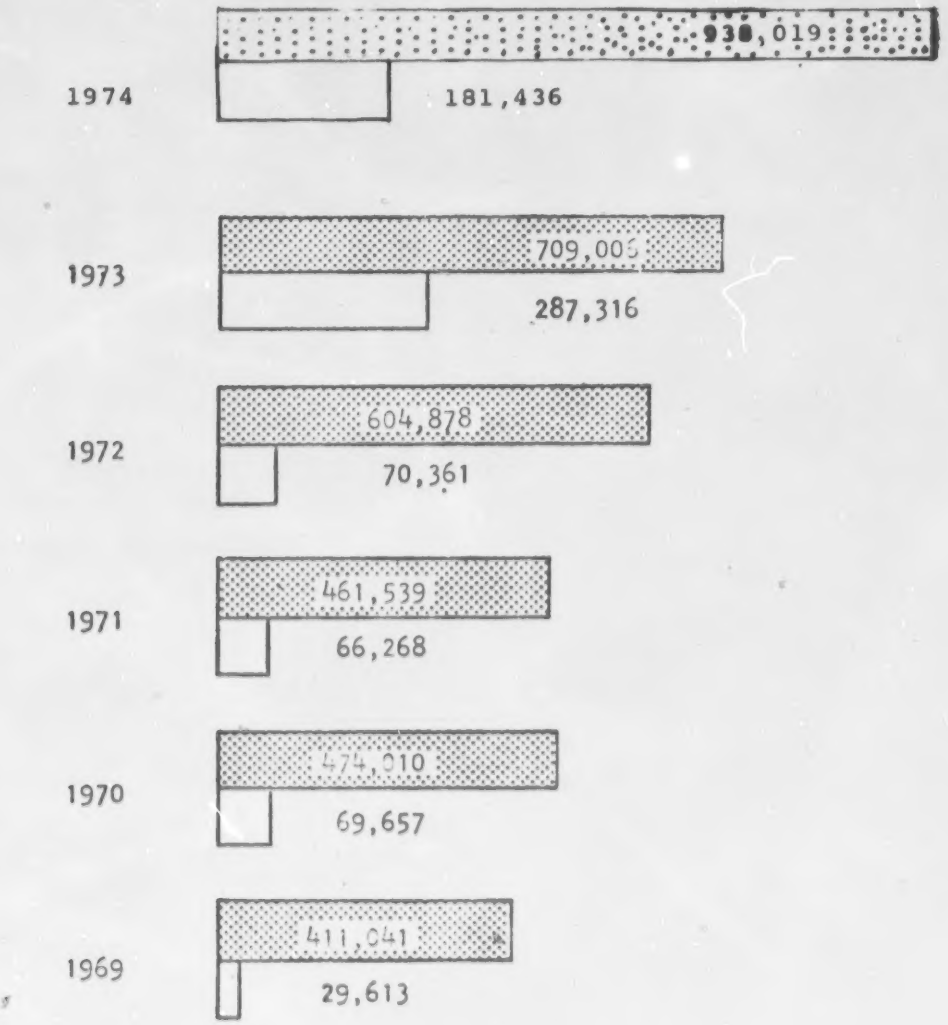

TABLE XVI

ENROLLMENTS AND COMPLETIONS OF JOB RELATED VOCATIONAL EDUCATION PROGRAMS FOR FISCAL YEAR 1973 AND PROJECTED MANPOWER NEEDS FOR 1974 AND 1975

Job Related Instruction Program	1974 Student Completions	Projected Expansion & Replacement Needs 1974	1975
Agriculture	3,384	22,117	20,402
Business	32,323	42,300	46,089
Distribution	34,601	41,400	43,447
Health	13,216	11,500	9,905
Home Ec-Occup.	12,663	15,100	15,068
Trades & Industrial	41,936	52,500	58,487
Technical	9,573	13,700	10,399
TOTALS	147,696	198,617	203,797

NOTE: Readers should be cautioned that a one-to-one comparison of output in training areas and manpower replacement needs is not always sound. Intervening factors such as employers desire to secure trained workers and willingness to pay for them must be considered.

SOURCE: Annual Reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. September 27, 1974, and *1973-74 Florida State Plan for the Administration of Vocational Education, Part II.*

TABLE XVII

VOCATIONAL EDUCATION ENROLLMENTS IN COMMUNITY COLLEGES BY PROGRAM AREA FY 1972-73 AND FY 1973-74

Program Area	Enrollments 1972-73	1973-74
Agriculture	2,642	2,219
Business	51,080	34,939
Diversified	154	77
Distributive	29,734	35,110
Home Ec-Occup.	8,015	5,213
Home Ec-Consumer	10,613	13,379
Health	17,533	20,899
Industrial	31,458	36,516
Job Entry	1,787	41
Technical	35,620	29,447
Work Experience	49	49
TOTALS	188,685	177,889

SOURCE: VTD 104, Run 2, 1972-73.
VTE 211, Run 4, 1973-74.
Provided by the Vocational Division, Florida Department of Education.

TABLE XVIII

NUMBER AND PERCENT OF SECONDARY STUDENTS
ENROLLED IN VOCATIONAL EDUCATION PROGRAMS
(Grades 7-12)

FY 1971-1974

FY Year	Total Sec. Students	Total Sec. Voc. Students	Percent of Secondary Students in Voc. Programs
1971	709,392	201,016	.283
1972	736,078	260,082	.353
1973	763,647	385,949	.470
1974	788,651	625,162*	.792

SOURCE: Annual Reports submitted to the Department of Health, Education, and Welfare, Office of Education, Washington, D. C. by the Vocational Division, Florida Department of Education and Reports of Commissioner of Education on Pupil, Personnel and Financial Data.

* In FY 1974 total vocational enrollment included students in pre-vocational programs.

TABLE XIX

ENROLLMENTS OF PERSONS WITH SPECIAL NEEDS,
BY LEVEL, FY 1973-74

Need Category	Total	Sec.	Postsec.	Adult		
				Preparatory	Supplemental	Apprenticeship
Disadvantaged	101,092	94,331	1,820	2,125	2,569	247
Handicapped	18,303	16,911	424	416	503	49

SOURCE: Annual Reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education, September 27, 1974.

TABLE XX

STUDENT ENROLLMENTS
IN VOCATIONAL EDUCATION, FY 1973-74

	Total	Sec.	Post-Sec.	Adult
Agriculture	57,702	53,699	1,343	2,660
Distribution	90,063	41,378	14,578	34,107
Health	46,097	17,346	18,839	9,912
Home Ec.-Consumer	141,365	97,424	2,144	41,797
Home Ec.-Occup.	138,953	122,949	1,799	14,205
Business	151,438	91,377	23,391	36,670
Technical	36,912	2,622	26,061	8,229
Trade & Industry	127,051	50,236	16,729	60,086
Work Experience	22,629	22,384	50	195
Industrial Arts	125,809	125,747	16	46
TOTAL	938,019	625,162	104,950	207,907

SOURCE: Annual Reports submitted to the Department of Health, Education, and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education, September 27, 1974.

TABLE XXI

STUDENTS COMPLETING JOB RELATED VOCATIONAL PROGRAMS

Program/Year	1969	1970	1971	1972	1973	1974
Agriculture	2,783	7,950	3,455	2,897	11,500	3,384
Business	8,854	15,976	18,621	23,640	40,500	32,323
Distributive Education	2,668	12,848	13,502	12,027	34,589	34,601
Health Occup.	3,355	2,294	5,397	7,320	11,857	13,216
Home Economics Preparatory	934	3,608	4,149	5,888	25,621	12,663
Trade & Industry	7,113	24,839	16,864	14,595	47,551	41,936
Technical Education	1,354	2,142	3,293	3,994	11,452	9,573
TOTALS	27,061	69,657	65,281	70,361	183,070	147,696

SOURCE: Annual reports submitted to the Department of Health, Education and Welfare, Office of Education, Washington, D. C. by the Vocational Division of the Florida Department of Education.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Alachua	14	8	4	1	3	5	6	16		1	7		65
Baker	3	3				1	6	3			1		17
Bay	2	8	5	1	4	5	6	20		1	6		58
Bradford	8	5	1	1	1	2	5	17	5		2		47
Brevard	3	8	10	1	2	5	6	22	1	1	6	1	66
Broward	9	6	28	1	7	6	7	40		1	12	1	118
Calhoun	5	2		1		2	5	4			2		21
Charlotte	9	9	1	1	2	6	6	4	1	1	5		45
Citrus	9	6	6		1	3	7	15			4	1	52

con't.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Clay	1	9	2	1	1	3	7	6		1	5		36
Collier	6	5	7	1	5	6	6	8	6	1	1		52
Columbia	7	7	4	1		5	6	8	1	1	4		44
Dade	4	10	34	1	11	6	10	59	4	1	11	1	152
DeSoto	5	8		1	2		3	1			1		21
Dixie	3	3				2	1	5		1	1		16
Duval	11	11	10	1	2	5	7	33	4	1	10	4	99
Escambia	6	5	5	1	4	6	6	18	1	1	9	2	64
Flagler	2	2		1		4	2	2			1		14
Franklin	4	6			1	2	5	2			3		23

con't.
TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Gadsden	5	5	4		1	5	6	5			2		33
Gilchrist	8	5				3	4	4		1		3	28
Glades	5	1			3	1	2	2					14
Gulf	3	4		1		1	4	4		1	1		19
Hamilton	4	7		1	2	3	3	4		1	1	1	27
Hardee	2	1		1	1		6	1			2		14
Hendry	4	1		1	1	2	3	4			1		17
Hernando	7	8	5	1		4	5	4		1	7		42
Highlands	6	6		1		4	7	1			5		30

con't.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Hillsborough	12	9	28	1	11	7	8	44	3	1	7		131
Holmes	7					3	6						16
Indian River	3	5	4	1	2	5	4	5	1	1	4		35
Jackson	7	5		1		4	6			1	2		26
Jefferson	4			1		2	1	2			1		11
Lafayette	2					2	3	1				2	10
Lake	9	6	7	1	8	6	6	17	1	1	5	1	68
Lee	3	8	9	1	4	4	7	18		1	5		60
Leon	9	9	15	1	3	5	7	26	1	1	6	2	85
Levy	8	3		1		4	8	2		1	2	1	30

con't.
TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Liberty	5	2				3	4	3			2		19
Madison	6	1				2	7						16
Manatee	8	9	2	1	4	5	6	19		1	9		64
Marion	12	8	4	1		5	7	16	1	1	5	2	62
Martin	1	8	5	1	4	3	5	10		1	4		42
Monroe		7	5	1	3	6	4	8	2	1	4		41
Nassau	4	5		1	3	4	6	6		1	3	2	35
Okaloosa	7	3	4	1		4	7	3		1	8	1	39
Okeechobee	6	2		1		3	6	5		1			24

con't.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Orange	12	9	48	1	10	6	6	40	5	1	9	3	150
Osceola	2	5	2	1		2	5	4		1	4	1	27
Palm Beach	10	9	12	1	5	5	7	30	4	1	10	1	95
Pasco	17	11	6	1	5	7	7	14		1	7	1	77
Pinellas	12	10	26	1	12	6	8	42	18	1	7		143
Polk	14	8	4	1	3	5	7	30	3	1	3	1	80
Putnam	8	5		1		4	7	7	1		3		36
St. Johns	4	5	6	1	8	6	7	15	2		4		58
St. Lucie	6	5	1	1		3	7	4		1	6		34
Santa Rosa	7	5		1	1	4	6	6		1	4	2	37

con't.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Econom.cs-Occup. Prep.	Home Econom.cs-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Sarasota	4	8	20	1	10	6	8	25	7	1	6		95
Seminole	9	9	3	1		6	6	14	3	1	4		56
Sumter	7	5	1	1		4	1						19
Suwannee	13	6	1	1	3	4	4	17	1		2		52
Taylor	2	1				1	4	9				1	18
Union	5	7				2	1	1			3		19
Volusia	10	5	6	1	2	5	6	4	1	1	8		49

con't.

TABLE XXII

VOCATIONAL *PROGRAMS OFFERED
BY DISTRICT IN 1973-74
(Excludes Junior and Community Colleges)

District	Agriculture	Business Ed.	Distributive Ed.	Diversified Occup.	Health Occup.	Home Economics-Occup. Prep.	Home Economics-Consumer	Industrial Ed.	Technical Ed.	Work Experience	Industrial Arts	Job Entry	TOTAL
Wakulla	5	4				3	2	5			1	1	23
Walton	6					3	7	4			2	1	23
Washington	5	5				4	5	18	1		2		40
TOTALS	426	371	345	51	155	260	366	786	77	41	262	37	3,177

SOURCE: VTD 211, Run 2, September 16, 1974, provided by the Division of Vocational Education, Florida Department of Education

* A program is defined as one or more courses making up an instructional program. If a program such as animal science, U.S.O.E. Code 01.010100 in the area of agriculture is taught in four schools in a district, it is counted as one program in agriculture in the district.

TABLE XXIII

FY 1973-74 ENROLLMENTS AND COMPLETIONS IN VOCATIONAL PROGRAMS BY SCHOOL DISTRICT (Excludes Junior and Community Colleges)

School District (county)	Enrollment	Completions	Withdrew With Marketable Skills
Alachua	13,270	485	135
Baker	1,165	139	12
Bay	6,529	981	193
Bradford	2,729	227	163
Brevard	19,090	2,050	979
Broward	72,169	11,385	2,441
Calhoun	877	1	--
Charlotte	5,391	389	83
Citrus	7,481	1,126	196
Clay	8,093	265	83
Collier	4,562	1,807	57
Columbia	4,231	269	10
Dade	106,473	15,858	5,755
DeSoto	2,812	11	2
Dixie	558	13	--
Duval	50,382	5,902	1,226
Escambia	21,008	1,068	268
Flagler	873	60	--
Franklin	998	40	93

con't.

TABLE XXIII

FY 1973-74 ENROLLMENTS AND COMPLETIONS IN VOCATIONAL PROGRAMS BY SCHOOL DISTRICT
(Excludes Junior and Community Colleges)

School District (county)	Enrollment	Completions	Withdrew With Marketable Skills
Gadsden	7,240	279	31
Gilchrist	883	104	7
Glades	382	60	--
Gulf	879	117	3
Hamilton	1,424	222	12
Hardee	1,112	53	5
Hendry	880	68	13
Hernando	4,179	158	18
Highlands	3,874	363	43
Hillsborough	64,819	11,383	1,577
Holmes	897	61	16
Indian River	2,177	351	94
Jackson	2,588	220	43
Jefferson	1,730	52	7
Lafayette	549	79	--
Lake	8,678	947	282
Lee	11,233	2,965	609
Leon	10,009	2,221	549
Levy	2,025	267	43
Liberty	742	51	2

con't.

TABLE XXIII

FY 1973-74 ENROLLMENTS AND COMPLETIONS IN VOCATIONAL PROGRAMS BY SCHOOL DISTRICT (Excludes Junior and Community Colleges)

School District (county)	Enrollment	Completions	Withdrew With Marketable Skills
Madison	781	86	6
Manatee	16,701	1,819	234
Marion	12,136	1,300	297
Martin	6,346	464	35
Monroe	4,852	472	139
Nassau	2,243	328	9
Okaloosa	7,486	1,236	353
Okeechobee	1,095	31	29
Orange	43,847	6,275	1,945
Osceola	4,187	330	106
Palm Beach	30,898	6,378	850
Pasco	18,349	619	472
Pinellas	63,484	13,467	1,900
Polk	17,812	3,364	621
Putnam	7,353	917	219
St. Johns	6,833	844	206
St. Lucie	3,800	310	47
Santa Rosa	5,086	241	93
Sarasota	11,813	4,635	285

con't.
TABLE XXIII

FY 1973-74 ENROLLMENTS AND COMPLETIONS IN VOCATIONAL PROGRAMS BY SCHOOL DISTRICT
(Excludes Junior and Community Colleges)

School District (county)	Enrollment	Completions	Withdrew With Marketable Skills
Seminole	9,563	1,011	300
Sumter	3,484	169	37
Suwannee	4,279	472	48
Taylor	934	152	26
Union	1,385	9	--
Volusia	13,361	1,045	293
Wakulla	882	85	9
Walton	1,468	20	45
Washington	3,116	38	1
TOTALS	758,565	108,204	23,655

SOURCE: VTD 211, Run 2, September 16, 1974, provided by the Division of Vocational Education, Florida Department of Education.

APPENDIX B

CAREER EDUCATION, JUST A NEW NAME FOR VOCATIONAL EDUCATION?

Is career education just another name for vocational education? The answer is emphatically "NO"! It is important to the continued development, expansion and improvement of both movements to make a distinction between the two terms since funding, educational and political support are in part dependent upon how parents, students, employers, politicians, and educators perceive social or educational movements in our society.

There are many factors which have contributed to the confusion of the terms "career education" and "vocational education." Financial support for research in career education at the Federal level, and to some extent at the state level, was secured in most cases from vocational education appropriations. Until recently responsibility for management of the programs has rested with vocational educators. Activities such as conference leadership and the preparation of position papers on career education have been dominated by vocational educators.

Vocational education is to be commended for its support of the career education philosophy. It is unfortunate, however, that the support of career education by vocational educators has tended to develop a public and professional belief that career education is an attempt to vocationalize the entire educational system. Some persons have viewed career education as an effort to limit the availability of college and university education. Some minority groups and representatives of labor unions have expressed concern that career education was telling the children of those who have been doing the work that requires less than a college degree for many years that they should be satisfied with their economic destiny because all work has dignity and value.

Career education is an educational philosophy which seeks to foster personal growth in terms of occupational, avocational and human-interaction skills. "Career" refers to all productive activity during an individual's lifetime. It may be paid or nonpaid, require extensive formal training, vocational or technical training, or no special training. It may be an activity which is performed in order to obtain purchasing power in a society or it may be an activity performed during leisure time. By providing opportunities for awareness and exploration of a wide spectrum of the world of work, freedom of career choice is expanded.

As an educational philosophy, career education calls for changes such as competency-based credentialing, community involvement, open entry-exit, learner centered teaching, student support services and perhaps most important for this discussion, closer coordination between academic and vocational education.

Vocational education, for purposes of this discussion, will be defined as activities and experiences through which an individual learns a primary work role for paid employment at a less than baccalaureate level. Vocational education is clearly a particular kind of educational program, and as such is much narrower than the term career education.

Vocational education can exist (as it did for many years) without career education. But career education is doomed without strong vocational programs (and academic programs as well). It is a generally accepted goal of career education to make all kinds of work--paid, unpaid, vocational, academic--possible, meaningful, and satisfying. The Department of Labor has estimated that in the immediate future 80 percent of all paid employment will require vocational and technical training. If career education makes awareness and exploration of a wide range of productive activity possible, and 80 percent of all paid activity requires vocational training, a major expansion of such programs will be necessary.

Just as career education demands an upgrading of vocational programs, academic and avocational programs will also be called upon to upgrade their services. Perhaps the confusion between the terms vocational education and career education could be reduced if the base for implementing career education was broadened. Most career education activities have taken place in the elementary schools. Little progress has been made in implementing career education in high schools, community colleges, or universities. It would be unfortunate if vocational education's support for career education diminished, but in order for career education programs to become available to a large segment of the student population, "academic" as well as vocational educators at all levels must be receptive and willing to support it. Career education should not be viewed as a threat to traditional academic and humanistic educational goals. The goals of career education are to make work possible and meaningful to all persons regardless of whether they find satisfaction in auto mechanics or in writing poetry.

APPENDIX C

CAREER EDUCATION MATERIALS DEVELOPMENT

Project LOOM (Learner-Oriented Occupational Materials) is a research and development project coordinated through the Department of Industrial Arts, Florida State University, and funded through a special grant by the Division of Vocational Education. It has developed and validated materials, methods, implementation patterns, and teacher-oriented materials for an activity-based career education program which can be fused into existing elementary curricula.

Practicing elementary teachers developed the LOOM units and tested them in the classroom. They are written around specific occupations and feature hands-on activities for experiential involvement in work activities and growth in student self- and career awareness. There are 158 K-8 grade self-contained units from which teachers can choose those most appropriate for fusion into the curriculum at a given time. LOOM also provides teacher-oriented materials on the role of career education and vocationally-oriented learning materials in the elementary classroom.

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Project FAIS (Fusion of Applied and Intellectual Skills), developed at P. K. Yonge Laboratory School, University of Florida, was funded through a special grant from the Division of Vocational Education.

FAIS is a comprehensive multi-media instructional program (K-8) which stresses the mastery of career education concepts and critical-thinking skills. The approach attempts to teach the process of value clarification by helping students develop their own set of values within an occupational choice framework. The instructional materials, published commercially under the title *The Valuing Approach to Career Education*, are a multi-media learning system. They feature a Facilitator's Guide and instructional aids such as puppets, filmstrips, audio cassettes, and printed materials.

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The Elementary Guidance and Career Education Project (EGCE) was funded by the Division of Vocational Education and coordinated through the Florida State University College of Education.

The purpose of EGCE was to develop the guidance component of the elementary school career education program and define the role of the elementary counselor in implementing such a program.

The following elements were developed: (1) a theoretical rationale describing a sequential model for career development learning for children K-6 in which development objectives, learning activites and outcomes have been specified, (2) a functional description of the elementary counselor's role in implementing such a model, and (3) a program guide entitled *Career Development for Elementary Counselors and Teachers* which suggests a variety of classroom learning activities which can be performed with elementary age children.

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Florida VIEW (Vital Information for Education and Work) is funded under a special grant from the Division of Vocational Education.

The major objective of VIEW is to increase the flow of current careers-oriented information into school districts and assist educators in using career information in teaching and counseling situations. By use of an aperture card system and printed materials, VIEW provides secondary school students with an opportunity to review careers requiring less than a baccalaureate degree and the location of vocational programs which could provide training for such programs. Limited VIEW services have been provided to school districts since the 1971-72 school year in Broward County and through the Panhandle Area Education Cooperative. The Washington County school system will operate expanded statewide services in 1974-75 with the Department of Education taking over operations in 1975-76.

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The Career Education Center (CEC) of the College of Education at Florida State University coordinates and administers all career education projects at the university. The center has identified four major areas of emphasis: (1) in-service and pre-service training of professional personnel; (2) project management and administration; (3) research and evaluation; and (4) identification, assessment, storage, and limited distribution of career education instructional materials through the Career Education Curriculum Laboratory (CECL).

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The Career Education Curriculum Laboratory (CECL) was funded by a special grant from the Division of Vocational Education.

The purpose of CECL is to: (1) identify, collect, and evaluate career education materials for processing and storage; (2) assist agencies and/or individuals in career education materials development; and (3) assist agencies in the dissemination and diffusion of career education materials.

A Resources and Information Center located in CECL identifies and disseminates career education curriculum information. In the Visual Communications Center, CECL produces multi-media materials for statewide distribution.

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UPDATE is a monthly publication of the Career Education Center which is designed to provide educators involved in career education a medium through which to disseminate and exchange information. Florida educators are informed of current developments in career education at the local, state and national levels. Circulation in September 1974 reached approximately 15,000 in Florida and other states.

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The Career Education Center has also published and distributed one issue of the *Administrative and Instructional Management Supplement (AIMS)*. The first issue focused upon the need to involve the elementary principal in planning for new educational goals, such as career education.

APPENDIX D

SUMMARY OF CONCERNS EXPRESSED
AT PUBLIC MEETINGS

The 1968 Amendments to the Federal Vocational Act require each State Advisory Council to conduct at least one meeting each year at which the public is given an opportunity to express views concerning vocational education.

During FY 1973-74, the Vocational Advisory Council held regular business meetings in Panama City, Orlando, Jacksonville and Tampa. In conjunction with each meeting an informal evening session was scheduled in which nearby district school superintendents, county vocational directors, community college presidents, deans and directors of occupational education, school board members, board of trustees members, members from general advisory committees and others interested in vocational education were invited to meet with the Council and discuss informally their problems and concerns.

Participants were encouraged to be candid in their remarks. No attempt was made in records of the meetings to tie a specific comment to an individual, area of the state or institution. The following quotes illustrate the range of items discussed and the kinds of concerns expressed.

OCCUPATIONAL SPECIALISTS

1. "We need more of them."
2. "When are we going to get them at the community colleges?"

PLACEMENT AND FOLLOW-UP

1. "It appears that we have been mandated to carry out this function, but we have not been funded to provide us with the resources to carry out the mandate."

2. "In small counties we do not have the manpower and finances to perform the services required by legislation."

3. "We have a person who is a follow-up and placement coordinator . . . in his staff would be the occupational specialist."

CAREER EDUCATION

1. "It seems to me that throughout the school system we have emphasized academics. Career education can bring together academic educators and vocational educators."

2. "The terms career education and vocational education have been used interchangeably, and they are not the same. Career education includes academic and vocational education. Funding for career education should come from some means other than the Vocational Improvement Fund."

3. "We are beginning to get good parental reaction. A lot more acceptable. Our student interest survey is showing a change toward career education. We are getting acceptance from the 8-12 grade students."

ACCEPTANCE OF VOCATIONAL EDUCATION

1. "There are a large number of educators who find vocational education and any type of work distasteful. As education leaders we need to deal effectively with this situation."

2. "What can we do when a parent wants only the three R's for his child? Should the child also receive vocational education?"

3. "There has been some opposition on the part of parents."

4. "Parents do not want their children in vocational education because of the stigma it carries, and vocational educators are partly responsible for this stigma. People see the vocational student as the one with grease under his fingernails who can neither read, write nor communicate effectively. Vocational students need to be well rounded individuals, just as the liberal arts students are. Along with teaching them a skill, vocational students should be taught to spell, to use proper grammar, to read, and to appreciate the arts and music."

FUNDING FOR VOCATIONAL EDUCATION PROGRAMS

1. "Vocational education is expensive, but it is also very valuable. Help us. If we are going to be on a cost basis, help us to get full funding of cost!"

2. "We need full funding. We don't get full funding within the averages. Last year we got only 96 percent. Four percent made the difference with two vocational programs we could not keep."

3. "Formula and percentage basis should be looked at every year since they are based on a very careful analysis of growth patterns."

4. "Somebody needs to be concerned about the cost of living adjustment. It will hurt some counties."

5. "Our bids are small and our buying power is not the same as a large county. We are being penalized because many of our costs are not represented by the cost-of-living factor and may be higher than in counties with a 100 percent factor."

6. "The big problem is money for facilities."

7. "Cost now is calculated on costs that are two years old. We are in one terrible bind in our funding situation because we are not getting what the formula calls for because it is on an average basis and makes no provision for extenuating circumstances."

8. "I think what we all are dealing with is people. A large portion of our budget is salaries. When the cost of living goes up the cost of education goes up. Why can't the Legislature see this. This is our problem. We have failed to convince the public that we are reputable and credible."

9. "Many counties are generating vocational funds, but they are not all being put into vocational programs. This will indicate that the weight factors should be changed. This is wrong. Vocational funds not going into vocational programs will make it look like vocational education is low cost, and it is not."

10. "The Council might recommend a study to tie in actual cost of programs to funding--there is a difference in the approach to funding in the school districts and in the community colleges. We would request a study be made to tie in cost factors more realistically."

11. "Due to an oversight in State legislation, provisions for the community colleges were left out of the Vocational Improvement Fund and the occupational specialist. Consequently, the community colleges do not receive funding for these programs. Provisions should be made for community colleges to participate in these programs."

12. "I would like to have the Vocational Improvement Fund modified so that community colleges may receive funds appropriated under this act."

13. "I request that the Council investigate why community colleges designated as vocational-technical centers cannot participate in earmarked funds for the vocational-technical centers."

14. "One area Florida has failed in, I believe, is in meeting the needs of the handicapped. There is a difference between the funding for handicapped at school districts and funding for handicapped at community colleges. Some of us who are

trying to serve the needs of the handicapped in the community colleges are not given sufficient funding to do so. 1.2 funding for FTE is about $1,200. Funding level 1 if we are a school district would be close to $2,500. Take into consideration the added cost of serving handicapped at community colleges."

15. "There needs to be some funding for career education at the community college level. I would suggest that you develop a rationale as to how you would implement this at the community college."

JOB ENTRY PROGRAMS

1. "Our job entry programs seem to be effective in the upper grades. The job entry program could be a good thing, but it could get out of hand, and we would end up with no senior class."

2. "We have some projections that we will be losing students at the semester because of the job entry program. I think we may be experiencing an unwarranted consequence."

3. "It seems that the job entry program has had an impact on the enrollments in other programs, that you have to anticipate and plan more carefully. From our experience, it is causing a decline in enrollment in cooperative programs."

4. "I am wondering how closely we are following the regulations--one year's experience in a marketable skill before entering a job entry program."

5. "There is one district where over 17 percent of the seniors are in job experience programs. This is not a program to get students out of school."

6. "We set up guidelines and found we will have to tighten up on these guidelines because an enormous number of students qualify for the program."

7. "The job entry program has affected the cooperative program. The name of the game is serving students. If you take seniors out of cooperative programs, completely away from academics, we are depriving them of opportunities they will one day need. I am in favor of "total" education."

8. "I think we have got a problem with the businessmen where labor is short. They are trying to get anything and they are willing to pay good money to get the kids out of school."

9. "We've had some problems with principals. Some principals see the job entry program as an alternative to solving discipline problems."

10. "The job entry program is a good, viable program for the kid who has a year's preparation. The kid must have supervision and a certain degree of competency."

REVENUE SHARING

1. "I don't know how many people are involved with revenue sharing and manpower training. As you know, the counties, county commissioners, are now getting the funds and the state manpower office is . . . encouraging people to put in budgets that are ridiculous--they all have vocational programs in them."

2. "We are concerned that recent programs of revenue sharing and the Department of Labor having funding instead of the Department of Education has a tendency to remove the role from the people who know education best."

3. "We should look into revenue sharing and manpower training. If you know the format they are going by, they send out an application whereby various agencies can make some kind of community action. At the state level, applications were put in for our county without local sponsorship."

4. "County commissioners are getting funds and subcontracting with school boards. Commissioners are not familiar with manpower training, but they are responsible for controlling money."

5. "We are talking now about manpower training, but next year it might be adult programs or something else."

COUNSELORS

1. "Basically we have faculties who are academically oriented. Until we have counselors who are vocational skilled we will have problems."

2. "One of the things that impresses me negatively about high school counselors is that they are not familiar with industry and business."

3. "Counselors are not always aware of what is going on in the world of work. Many counselors go through the academics but never experience the world of work."

4. "If counselors are misused, then it is a local problem. This occupational specialist program and the career education program have done wonderful things."

5. "The funding formula does not encourage hiring more counselors. Anybody who is not teaching kids--it is hard to hire because they don't generate dollars."

6. "There is a tremendous in-service problem. Colleges of education need to have more funds so that they can come into counties and help with in-service programs."

TEACHER CERTIFICATION

1. "I think counselors have less effect on students than teachers have on students. Therefore, I wonder if schools should be required to employ a certain number of teachers who have been certified based on job competency or experience in the world of work."

2. "We need certification requirements that are more flexible so schools can employ teachers with trade competency and pay salaries necessary to obtain them. The current system of certification ranks is a serious constraint."

3. "Instead of having a salary schedule, maybe boards should draw up a job description and pay trade teachers according to job description."

4. "The Legislature has removed certification requirements from community colleges for teachers and has kept them for the districts. Why does our faculty have to have certification and theirs does not?"

ARTICULATION

1. "I believe that one thing that the community college has to develop is a regional concept so that a student can take basic courses, say in nursing, at a small college and transfer to a larger college to complete nursing requirements."

2. "One institution may not accept certain credits for a program because courses are a little different. We are trying to work out situations where fewer things will slow people down."

3. "I don't think our coordinating council is working very well. Our county schools and community college just don't seem to have much to share."

ADDITIONAL COMMENTS

1. "Many people come into the vocational program because they are at the very time they are about to drop out of school, and they get into vocational education and make good. That might be more important than getting a job as an auto mechanic. We need to see that vocational education is doing a lot more than just getting a skill and going in business for someone else."

2. "We are finding a tremendous growth in our non-credit programs. We are also finding that there are a great many people who don't care about credit but want skills to get a job."

3. "A lot of legislators and legislative committees talk about education and marketable skills. What is education? When do we know we have a marketable skill? We need to take a look at some definitions."

4. "Vocational education has been successful for three reasons. It has (1) offered an understandable goal; (2) provided motivation; and (3) used exciting methodology. What we now need is a fusing of vocational and academic education."

5. "Since 1969 the enrollment in vocational education at the district levels jumped 136 percent and 70 percent at the community colleges."

6. "Our greatest need is to know the current needs for employment and projected employment needs of industry. This is the only way to be successful."

7. "Some unions will give our students from pre-apprenticeship programs nine months' credit, but not all."

APPENDIX E

FLORIDA LEGISLATIVE ACTION IN 1974 WHICH AFFECTS VOCATIONAL EDUCATION

HB 1990 - Preference to Veterans in Admission to Vocational Schools

Preference has been given to veterans who served in the Armed Forces between August 4, 1969 and January 27, 1973 in admittance to area vocational centers, vocational schools, or vocational programs receiving State funds. The names of such veterans must be placed on a waiting list in the position they would have held had they registered three years earlier, or that they would have held the day they entered service, whichever is less.

(Chapter 74-210, Effective June 18, 1974.)

HB 2496 - Indemnification of Students From Loss in Private Vocational Schools

Each private vocational school, trade school, or business school must annually provide the Department of Education evidence of surety conditioned to provide indemnification to any student suffering loss of prepaid tuition and fees due to the closing of the school.

(Chapter 74-355, Effective October 1, 1974.)

HB 2894 - State Manpower Services Council

This act established (1) a State Manpower Services Council within the Department of Commerce and (2) Regional Manpower Planning Districts. The State Council has been charged with the responsibility of coordinating State and federal manpower resources with the overall growth policy of the state. The Director of the Division of Vocational Education, Department of Education, was designated as a member of the Council and serves as the representative of the Commissioner of Education.

The regional districts are the same geographical areas as the Regional Planning Districts established by the Department of Administration. For each Regional Manpower Planning District a Regional Manpower Planning Advisory Board was established.

(Chapter 74-165, Effective July 1, 1974.)

CSSB 56 - *State Board of Independent Post-Secondary Vocational, Technical, Trade and Business Schools*

A State Board of Independent Post-Secondary Vocational, Technical, Trade and Business Schools, composed of nine members appointed by the Governor with the advice and consent of the Senate, was established. The Board was empowered to promulgate and recommend to the State Board of Education regulations and minimum standards for the operation of nongovernmental post-secondary vocational, technical, trade and business noncollegiate educational institutions, programs, home study courses or classes maintained or conducted in residence or through correspondence. After January 1, 1975, no institution within the scope of the Act may initiate or continue operation in the State of Florida without first obtaining a license from the Board. No agent may solicit the enrollment of any student in such a school without or within Florida unless the school has been approved and issued an agent's license by the Board.

(Chapter 74-360, Effective July 1, 1974.)